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ABSTRACT

Covering the time period of February 1974 through January 1975, the final report describes a project to plan and implement a K-14 career education program in a rural and mountainous area of Kentucky. The project design consisted of an awareness component for grades 1-6, an exploration component for grades 7-9, a preparation component for grades 10-12, and a guidance component integrated with the other three. A regional career education staff directed and coordinated the program which sought to involve the community as much as possible. The five phases of the project described are: orientation, preparation, inservice, implementation, and evaluation. The report concludes that a regional concept to the delivery of a program in career education is workable and effective and provides a means of reaching a great number of persons. During the second year, the program reached over 22,000 students. Appended are: (1) a 75-page section covering teacher workshops in career awareness and career exploration, with detailed outlines of individual learning modules; (2) evaluation instruments and results; and (3) agendas of other related workshops and conferences. (NJ)

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SUMMARY

Problem Area

The eight (8) county area of Region XII in Kentucky is beset by a syndrome of difficulties such as a single-industry of mining, inadequate housing, low educational level of many adults, and a geography which tends to isolate the people. The per capita income of the region, approximately $1341, is far below the state average. The fact that over sixty percent (60%) of the people in the eight (8) county area are receiving food stamps is a further indication of the socio-economic level. Finally, there is indication that the percentage of low income families is increasing as evidenced by the fact that in 1968 approximately forty percent (40%) of the school population was eligible for ESEA, Title I; while, in 1971, sixty-six percent (66%) was eligible for ESEA, Title I.

To be sure, there have been changes in the economy with the surge of the recent coal boom, and to be sure, there are those who are amassing considerable wealth via coal mining, but for the most part the region remains as one of contrasting haves and have nots.

Indeed, the foregoing is not meant to denigrate the society of Region XII. People have reared and educated large families on meager incomes. Victims of circumstance, many of the older people hold high aspirations for their children and sacrifice to help them in any way they can. There is strong evidence that many who are on government relief would work if they had the opportunity. Finally, the majority of adults see the school system as an avenue of vertical mobility for their children.

It is self-evident that the curriculum needs to be revised when one considers the problem of dropouts, lack of student self-discipline and the unemployability of many students who graduate from high school. Nationally, nearly twenty-five percent (25%) of our youth who reach the age of eighteen are inadequately prepared for the world-of-work and the rate is even higher in Appalachia where only thirty-three percent (33%) of those who enter the first grade are able to graduate from high school with employable skills.

The Kentucky Valley Educational Cooperative, E. D. Region 12, (see below) decided to sponsor a program in Career Education that would attack the problems delineated above, particularly that of making the classroom more relevant to students by integrating the academic with the world-of-work. Essentially the first year of the program was aimed at Awareness at all grade levels in the schools, although the community was aimed at to a lesser degree.

Finally, the second year focused on Exploration in Career Education in grades 7-12 with Awareness being strengthened and refined; the second year sought to involve the community to a greater extent. (see below for further explanation).

Scope of the Project

In order to understand the scope of the project, one needs to understand the organization and purposes of the Kentucky Valley Educational Cooperative, E. D. Region 12.

The Kentucky Valley Educational Cooperative, E. D. Region 12, originated as a voluntary consortium of local boards of education for the purpose of delivering those educational services and programs that can best be delivered on a regional basis. The Kentucky Valley Educational Cooperative, E. D. Region 12, since September, 1973, is Kentucky's Educational Development District, Region XII. Its Executive Director is Mr. Elwood Cornett, who has headed it for approximately four (4) years. It was a successful cooperative before the advent of Career Education, having created a favorable image with school personnel with its various other programs, most notably Driver Education.

The Kentucky Valley Educational Cooperative, E. D. Region 12, is governed by a Board of Directors who are the Superintendents from the eight (8) county school systems of Breathitt, Lee, Owsley, Wolfe, Letcher, Perry, Knott, and Leslie; Superintendents from the three (3) independent school districts of Jackson, Hazard, and Jenkins; and the Directors of the Hazard Area Vocational and Technical School and the Hazard Community College. In addition, the University of Kentucky, Morehead State University, and Eastern Kentucky University have representatives on the Board as non-voting members.

Goals for Career Education Program

One (1) of the first tasks during the first project year was to determine the goals of the Career Education Program in Region XII. The literature was reviewed; appropriate persons in the State Department of Education, Frankfort, Kentucky, were contacted for their input; Superintendents and Directors were asked for direction, nearby universities were contacted for advice, and experienced personnel of the Kentucky Valley Educational Cooperative rendered invaluable service in the formulation of goals. The actual coalescing of the goals was done by the Career Education Coordinators in each Local Educational Agency and the regional Career Education Staff. They are as follows:

1. develop in students positive attitudes toward self, others, school, and work;
2. create an awareness of career possibilities;
3. prepare youth for a successful, satisfying, and meaningful career that is related to the needs of society;
4. create more relevance in education by integrating the world of work into the curriculum; and
5. capitalize on and integrate the student's experiences of family, school, and occupational community.

The above goals have remained intact for the second project year.

Objectives

From these goals for the three (3) year program, the purpose and objectives for the second year flowed.

The main purpose for the second year in Career Education was to develop a strong Career Education program in Exploration (grades 7-12), while strengthening and broadening the Awareness effort at all grade levels and upgrading the levels of activities in Preparation and Guidance. In order to achieve the above purpose the following objectives were set:

1. to orient the various groups of school personnel to the possibilities, problems, and probable outcomes of a Career Education program,
2. to provide workshop training for additional teachers in Awareness and workshop training for teams of teachers and administrators in developing cluster Career Education units in grades seven (7)--twelve (12),
3. to provide in-service orientation to the Career Education program for all of the school personnel in Region XII,
4. to provide support for participants of the Workshop by assisting the Career Education Coordinators in each of the Local Educational Agencies and by personal visits to the participants of the Workshops, and
5. to evaluate the impact of the second year program by sampling various subgroups within the school system concerning the effectiveness of the second year's program.

Methods

Orientation meetings were held for the following groups of persons:

1. Superintendents and Directors,
2. Career Education Coordinators
3. Principals,
4. Career Education teams which were composed of all administrators, guidance counselors, and fifty percent (50%) of the classroom teachers in each Local Educational Agency, and
5. the Community.

A two-week Exploration Workshop was provided for teachers in grades 7-12 to help them develop exploratory cluster units.

A one-week Awareness Workshop was provided for teachers in grades 1-14 to help them develop two (2) units of study for each teacher participant.

The regional Career Education staff assisted the Career Education Coordinator in each Local Educational Agency in providing in-service orientation to Career Education for the remainder of the school personnel who had not been previously oriented to Career Education.

Follow-up visits to the participants of the Workshops were made by the Regional Career Education Staff and the Career Education Coordinator.

Evaluation of the second year program was conducted in each Local Educational Agency by a member or members of the regional Career Educational Staff in conjunction with the Career Education Coordinator and the participants of the Career Education Teams.

Results

The "results" is divided into two sections: quantity and quality. First, the quantity.

By February 1, 1975, the following was done:

> 1,401 Awareness units were taught by 999 teachers. 229 Exploration units were taught by 352 teachers. Both the Awareness and Exploration units reached 22,984 different school children. A total of 1,287 resource persons were in the classrooms in Region XII and 974 field trips were made in behalf of Career Education. There were 236 school advisory council meetings dealing with Career Education, and 896 local newspaper articles concerning Career Education.

Following are some comments concerning the quality of Career Education program in Region XII:

> Elementary teacher: "If you ever need a cheerleader for Career Education, I'm available. Career Education is the finest program ever to come to our region and I've seen them all."
>
> Elementary principal: "I've never seen a program that has so much success in causing teachers to plan together. Why, our people are even getting ideas and methods from other counties."
>
> High school student: "I like Career Education. We should have been doing these kinds of things long ago."

Highlights of the Findings

1. It was found that it was important and effective to orient each group of school personnel as entities in small group settings rather than in large heterogeneous groups. For example, it was found that orienting Superintendents as a group was effective rather than Superintendents and Principals and teachers all in one group.

2. It was found that there was a direct correlation between the attitude of the building principal and the effectiveness of the Career Education Program within a school. If the principal were strongly positive toward Career Education, normally there was a strong Career Education program in that school.

3. It was found that it was important to simplify the encompassing concept of Career Education and reduce it to simple steps so that teachers could have a success experience initially in the development of a Career Education program.

4. It was found that tangible goals were important in eliciting strong movement on the part of school personnel. For example, a goal of two units taught by each teacher participant by Christmas, 1974, was a tangible goal that produced effective results.

5. It was found that a two week summer workshop was an effective vehicle for training teachers to teach Career Education units.

6. It was found that obtaining written commitment from the participants in the summer workshops on Career Education was an effective technique in obtaining follow through during the ensuing school year.

7. It was found that systematic and thorough follow-up to the workshops in providing support and service for the participants was essential.

8. It was found that a culminating conference in Career Education was an effective motivating force in stimulating excellence in the teaching of Career Education.

Significance of the Findings

1. A regional concept to the delivery of a program such as Career Education is workable and effective and provides a means of reaching a great number of persons. The fact that during the second year this program in Career Education reached over 22,000 students is astonishing.

2. Career Education is a workable program in an area that is essentially rural and mountainous. To be sure, many of the

"purist" concepts of Career Education must be modified in such an area but the heart and soul of Career Education can be retained.

3. School personnel are willing and eager to modify and change curricula when approached in a sound, systematic, and nonthreatening manner.

Recommendations

1. In order for Career Education to operate effectively, modifications of the traditional high school scheduling system must be made. School personnel should be made aware of such.

2. State governing agencies need to take a more definitive stand on their attitude toward Career Education if it is to have the most beneficial residual impact.

3. It is doubtful that a comprehensive innovation in education, such as Career Education purports to be, can be attained in three (3) years; therefore, it is recommended that this project have a longer life span from federal funding than the original three (3) year intent.

4. The funding pattern should allow for greater security of staff personnel. The year-to-year basis creates needless anxiety and apprehension on the part of those who depend on the project for their livelihood.

GENERAL INTRODUCTION

Problem Area

We have mentioned earlier some of the problems already existing in Region XII. It is appropriate that we add that not only is Region XII mountainous and rural, it encompasses the following:

Eight (8) counties approximately 120 miles by 80 miles;
Eleven (11) local school districts with an enrollment of 30,392 students in grades 1-14;
Ninety-two (92) different schools: seventy-six (76) elementary schools, sixteen (16) secondary schools, one (1) area vocational school, five (5) vocational extension centers, and one (1) community college;
One thousand two hundred forty-seven (1,247) classroom teachers;
Eighty-three (83) administrative and supervisory personnel;
Twenty-one (21) guidance counselors; and
One hundred twenty-eight (128) vocational school personnel.

Review of Literature

The Career Education movement of integrating career learning into subject matter gained impetus following a speech delivered by Commissioner of Education, Sidney P. Marland.[2] Prior to this date, there was fragmented but significant national interest in providing students with occupational information. The United State Office of Education became a full-fledged patron for the Career Education movement after Mr. Marland said that the Office of Education will "encourage, provide money and technical assistance but no approved solutions".[3]

Mr. Marland suggested that vocational education become an integral part of Career Education. In this same speech, he indicted the general education curricula. Goldhammer and Taylor went further to suggest a unified Career Education curriculum, which blends and balances the academic preparation with the vocational preparation program.[4]

Although Mr. Marland has suggested a national Career Education movement and many writers have suggested curriculums for the integration of Career Education into the various content areas, to date there i no

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[1]Kenneth B. Hoyt, et. al., Career Education--What It Is (Salt Lake City: Olympus Publishing Company, 1972), p. 7.

[2]Sidney P. Marland, Jr., "Career Education", (Houston, Texas: Presentation at the Convention of the National Association of Secondary Principals, 1971), p. 4.

[3]Sidney P. Marland, Jr., "Career Education--A New Frontier", (Pittsburg: A Presentation to the Third Annual Conference of the Pennsylvania Personnel and Guidance Association, 1971), p. 5.

[4]Keith Goldhammer and Robert E. Taylor, Career Education: Perspective and Promise. (Columbus: Charles E. Merrill Publishing Company, 1972), p. 37.

universally accepted definition. The Bureau of Adult Vocational and Technical Education in the United States Office of Education developed four (4) definitions that were field tested with various professional groups.[5] Each of the proposed definitions is commendable but did not describe the nebulous concept of Career Education. Kenneth B. Hoyt has recently stated that there are as many definitions of Career Education as there are definers of it.[6]

The Career Education staff in Region XII has defined Career Education as follows:

> Career Education is the preparation of the student for a successful, satisfying, and meaningful career that is related to the needs of society. It capitalizes on and integrates experiences within the family, the school, and occupational community that develops positive self-awareness. Incorporating the concept that there is dignity in all careers, it is a process that is developmental and sequential from "womb to tomb" that provides learning in awareness, exploration, and preparation for careers.

Many of today's educational programs tend to be lock-step with specific content areas taught in isolation with little or no relevance to the "world-of-work". The National Bureau of Adult Vocational and Technical Education has stated that to make public education become relevant to today and tomorrow, the entire school program must be restructured...focused around the theme of career development.[7]

Career Education must be sequential and developmental. It must begin in grade 1, or earlier, and continue through the adult years.[8] To accomplish this, Hoyt suggests a "three-pronged approach".[9] Each prong of the approach gives rise to components for a program:

a. Awareness (grades 1-6)
b. Exploration (grades 7-9)
c. Preparation (grades 10-Adults)

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[5]"Four Proposed Definitions of Career Education: (Washington Bureau of Adult Vocational and Technical Education, U. S. Office of Education-1971), p. 3.

[6]Kenneth B. Hoyt, et. al., Career Education--What It Is (Salt Lake City: Olympus Publishing Company, 1972), p. 7.

[7]"Career Education: A Model for Implementation", (Washington Bureau of Adult Vocational and Technical Education, U. S. Office of Education, May, 1972), p. 2.

[8]Ibid., p. 2.

[9]Kenneth B. Hoyt, et. al., Career Education--What It Is (Salt Lake City: Olympus Publishing Company, 1972), pp. 69-70.

Guidance activities should begin with Awareness and continue through Preparation.

Education systems have heretofore made little concentrated use of the community and home as "out-of-the-school classrooms". The United States Department of Health, Education and Welfare suggests that there must be a "recognition and capitalization upon the inter-relationships among the home, the family, the community, and the occupational society" by public education.[10]

Design

The design of the Career Education Project called for a regional staff consisting of a general director; an awareness component director for grades 1-6; an exploration component director for grades 7-9; a preparation component director for grades 10-12; and a guidance component director who would work in all of the components.

Further, each Local Educational Agency was to provide a coordinator who would work with the regional Career Education Staff in conceptualizing, developing, and implementing a Career Education Program in each Local Educational Agency.

The Awareness component design called for workshop training for additional teachers (grades 1-14) so that at least fifty percent (50%) of all classroom teachers in grades 1-14 in Region XII would be prepared to and would teach Awareness units by February 1, 1975. Included in this fifty percent (50%) were teachers trained during the first year of the program either by the Regional Career Education Staff or by personnel in Local Educational Agencies.

The Exploration design called for teachers and administrators in grades 7-12 to be trained in workshops to develop exploratory cluster units. The focus in Exploration centered on participating schools rather than individuals. Finally, eight (8) follow-up hours per participant of in-service with the Regional Career Education Staff during the school year 1974-75 was part of the design.

The guidance component design called for guidance counselors to work through teachers in achieving the overall guidance goals of the project. Also, guidance counselors were to receive workshop training in identification and prioritization of guidance concepts for the ensuing school year.

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[10] Elliot L. Richardson, Secretary, Career Education--A Handbook for Implementation (Washington: U. S. Department of Health, Education and Welfare, Feb., 1972), p. 9.

Moreover, they were to receive workshop training in human relation skills which were to be reflected in the Career Education units that teachers would implement in their classrooms.

Finally, the Preparation component design due to the school organizational pattern in Region XII--1-8 and 9-12--and due to the focus of the second year on Exploration in grades 7-12 was integrated into the Exploration component design and into the Guidance component design. However, the Preparation component had objectives that were distinctly Preparation.

Difficulties and Limitations of the Program

One of the most obvious limitations in developing a Career Education Program in Region XII is the fact that it is rural and mountainous. Practically the only industry is coal mining. Involvement of business and industry is limited.

Another limitation growing out of the above difficulty is transportation. A field trip that would be easily arranged in metropolitan areas becomes a major undertaking in some of the counties in Region XII.

Also, a recent boom in coal mining has tended to undermine the morale of the educational systems in Region XII. Teachers' salaries pale in comparison to those involved in mining; a number of teachers have been drawn to mining. In many cases a truck driver with a fifth (5th) grade education will make twice to three (3) times as much as a teacher.

Finally, a traditional schedule, especially at the junior and senior high levels, makes some of the flexibility which Career Education entails, difficult.

Significance of the Project

The significance of the project can be best communicated by a series of questions which were asked at the inception of the program and to a lesser degree during the ensuing years:

1. Could a program in Career Education succeed in an area that was essentially rural and mountainous?

2. Would teachers and administrators accept a program that was innovative as Career Education?

3. Could Career Education overcome the unseemly image of other similar programs in the region?

4. Could the different viewpoints of different Local Educational Agencies be accommodated in the conceptualization and development and implementation of the Career Education program?

5. Could Career Education be packaged attractively for the high schools?

The reader is left to his own interpretation of whether these questions have been positively answered.

METHODS

Introduction

Essentially, the second year of the project followed the five (5) phases of development which occurred during the first year of the project: ORIENTATION; PREPARATION; IN-SERVICE; IMPLEMENTATION; and EVALUATION. This section on "Methods" will deal with each of these five (5) phases after some introductory remarks.

The issue of involving personnel in all areas in the development of the Career Education program is a crucial one. Obviously, in a regional project it is more difficult to involve all groups than it is in a single school system project. Thus, during the first and second project years the Career Education Coordinator in each Local Educational Agency was asked to represent his constituents in deliberation on issues that evolved and to a large extent the degree of success of a program in any Local Educational Agency was contingent on the effectiveness of the leadership of the Coordinator in representing and communicating to his people.

Now to a description of the phases.

Orientation Phase

This phase consisted of orientation of the following groups:

1. Superintendents and Directors,
2. Career Education Coordinators,
3. Principals and Supervisors,
4. Guidance Counselors, and
5. Career Education Teams.

Following is a brief description of each of the orientation efforts.

The Superintendents and Directors were oriented by the regional Career Education Staff and the Executive Director of the Kentucky Valley Educational Cooperative, E. D. Region 12, individually in their offices. Although the Superintendent or Director had been involved from the inception of the project, the Regional Career Education Staff deemed it essential that their input be solicited in the conception, implementation, and evaluation of the program. The visits to the Superintendents and Directors was most helpful.

Next, the Career Education Coordinators were oriented during our regular monthly meeting in February, 1974. "Orientation" is perhaps a poor choice of words in that the Coordinators had been most directly involved than any of the school personnel in the conception of the second year program. Thus, this orientation effort was more of soliciting implementation suggestions than of advice.

One of the most successful steps taken during the first year of the program was to involve the building principals in a two (2)-day orientation session at Natural Bridge State Park. In the rush of submitting the second year proposal, this important step was omitted, but the Resource Development Unit, Division of Program Supporting Services, Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky, provided us additional monies to hold a similar Workshop for Principals for the second year. The Coordinators also suggested that the guidance counselors accompany their Principals to the orientation sessions and instructional supervisors as well.

The next group to be oriented was the guidance counselors who participated in a two (2)-day session at Natural Bridge State Park on April 4 and 5, 1974. A complete package of the session can be found in Apperdix I.

Finally, the Career Education Teams from each Local Educational Agency were oriented in May, 1975, to the summer workshops in Career Education which were the main effort of the Preparation phase.

Preparation Phase

The preparation phase consisted primarily of workshop training for the Career Education Teams. Altogether there were three (3) workshops as follows:

1. Exploration Workshop--two (2) weeks, June 17-29, in Hazard,
2. Awareness Workshop--one (1) week, July 27-August 2, in Hazard, and
3. Awareness Workshop--one (1) week, August 12-16, in Beattyville.

The main purpose of the Exploration Workshop was to train teachers in the development of cluster units which they would teach in their respective schools during the fall, 1974. Although some of these cluster units were developed and taught individually, the prevailing pattern was team development and team teaching.

The main purpose of the Awareness Workshops was to refine and strengthen the Awareness units that had already been developed throughout the region.

A complete breakdown of the Exploration Workshop can be found in Appendix II. A complete breakdown of the Awareness Workshops can be found in Appendix III.

In-service Phase

After the summer workshops, the next phase was in-service for all of the school personnel in each of the Local Educational Agencies. This was done primarily through the fall in-service days which most of the Local Educational Agencies have at the beginning of the fall term.

The regional staff was called on to make various contributions to the planning and conduct of these fall in-service days; however, the Career Education Coordinators were primarily responsible for carrying out this phase of the Career Education Program.

Although the design of the Regional Career Education Program indicated that the Regional Career Education Staff would work primarily with the Career Education Teams, it did not preclude the multiplier effect of involving additional teachers in Career Education. However, the Regional Career Education Staff waited on the direction of the Local Career Education Coordinators. Varying degrees of success were achieved in involving additional teachers in the program.

Implementation Phase

The Regional Career Education Staff had pledged to each participant during the summer Workshops at least one (1) follow-up visit prior to Christmas, 1974, to lend assistance and support in the implementation of the teaching of the Career Education units. This commitment on the part of the regional staff proved to be a back breaking one but over ninety-five percent (95%) of all the teachers who were in the Workshops were visited at least once before Christmas, 1974.

The nature of these follow-up visits ranged from very informal kinds of visits where a single member of the regional Career Education Staff would simply make a courtesy call or drop by the teachers' lounge to inquire about the progress of the teaching of the units. On the other extreme, all members of the Regional Career Education Staff, the Career Education Coordinators, and visitors from out of the region would visit a school and the teachers in the classrooms, not only those who were teaching fused Career Education units but those who had not been involved in the Workshops as well.

Evaluation Phase

The evaluation phase consisted primarily of meetings in each Local Educational Agency with the Career Education Teams. An instrument was administered for Exploration (see Appendix IV for a copy of the instrument and the results); an instrument was administered for Awareness (see Appendix V for a copy of the instrument and the results); and an instrument was administered to Principals (see Appendix VI for a copy of the instrument and the results).

In addition, a sampling was made of students who had participated in Career Education during the past year as well as a sampling from their parents. (see Appendix VII for student reactions in grades 4-6 and Appendix VIII for student reactions in grades 7-12). (See Appendix IX for parent reactions).

Finally, the culminating event of Career Education for the second project year was a conference on Career Education on January 25, 1975, at Knott County Central High School, Hindman, Kentucky. All Local Educational Agencies presented a display of their efforts during the past year; each Local Educational Agency exhibited a series of mini demonstrations involving a limited number of students; and there were eight (8) teaching demonstrations involving teachers and a large number of students.

In addition, Career Education personnel from other areas in the state as well as representatives from the State Department of Education, Frankfort, Kentucky, attended. Dr. Kenneth B. Hoyt, the Honorable Carl D. Perkins, Dr. Lyman Ginger, Superintendent of Public Instruction, and Dr. Carl Lamar, Assistant Superintendent, Bureau of Vocational Education, State of Kentucky, all spoke to the conference. (See Appendix X for the agenda of the conference.)

FINDINGS AND ANALYSIS

Introduction

This section of the final report will follow the five (5) phases delineated above: orientation, preparation, in-service, implementation, and evaluation. Some phases will have more documentation than others because of the nature of the work in particular phases. For example, the Preparation phase which features workshops for teachers will have considerably more documentation than the implementation phase. Finally, the evaluation phase will have considerable "new" information because it has fallen in the final quarter of the project year.

It should be pointed out, too, that many of the findings are administrative in nature because this project is a demonstration project and not a research one. Therefore, many of the conclusions which are drawn are borne not from objective data on research instruments but rather from the experience which we have had from day-to-day implementation combat.

Orientation Findings

This section is divided into two (2) parts: subjective findings and objective findings; the latter deals primarily with the Principal's Orientation Workshop. First, the subjective findings:

1. It is beneficial to a project to orient various groups of persons as entities rather than as a large, heterogeneous group. For example, it is advantageous to orient Superintendents as a group, principals as a group, high school teachers as a group, community as a group, etc. The groups speak more freely when separate and a presentation can be geared to their particular concerns. Probably, however, the Career Education Coordinator should be included with each group since his function is to tie it all together.

2. The selection, orientation, and function of the Local Career Education Coordinator is of vital importance to implementation of a regional Career Education program. Much of the success or failure of a program in a particular Local Educational Agency is dependent on the leadership qualities of the local Career Education

Coordinator. Normally, the personality characteristics most needed are dynamism, aggressiveness, and tact; admittedly a difficult combination.

The next nine (9) findings relate directly to our efforts to orient Principals in a two-day orientation Exploration Workshop on March 27-28, 1974.

3. Comfortable facilities, such as we had at Natural Bridge State Park, aids in "selling" new programs such as Career Education. Moreover, getting the Principal away from his office allows him to give more of his attention to the issues of the program; trying to explain a program in a principal's office is difficult because of the many demands made on his time.

4. A late afternoon, evening, and morning meeting is an effective time design for principals in that they, in effect, will be away from school only one (1) day.

5. Having Principals as an entity rather than including Superintendents and guidance counselors is a desirable way of orienting them. It adds prestige to the group and frees them to express themselves without some constraints which might occur should other persons from their school system be present.

6. Speakers need to be followed by a period of questions and answers in order to allow for interaction.

7. Avoid "information overloading" in large group assemblies. If there are large group assemblies, ten (10) to fifteen (15) minute breaks should be allowed after every thirty (30) to forty-five (45) minutes.

8. Clear identification of the purpose of the conference aids in its implementation.

9. Small groups appear to make the most impact, small groups where interaction can occur and every participant be afforded an opportunity to express his viewpoint.

10. Principals are a vital link in implementing an effective Career Education Program. Even though the Superintendent may have endorsed the program, its effective implementation is pretty much dependent on the positive attitude of the principal.

11. Time should be set aside at the beginning and ending of the conference to administer evaluation instruments.

Next, orientation of Career Education Teams:

12. The Career Education Teams can best be oriented in small groups where questions and answers can be generated in a favorable climate.

Next, orientation of the community:

13. The most effective method of orienting the community in a regional project is to have each Local Education Agency formulate and implement an advisory council. Regional advisory councils for a regional Career Education program are difficult to conceive and implement because most business and industry is localized in Region XII and follows county boundary lines in enthusiasm and support.

14. It is a mistake to call a group of community persons together for an orientation meeting without identifying specific tasks and responsibilities with which they can help.

Finally, the objective findings from the Principals' Exploration Orientation Workshop on March 27-28, 1974. See Appendix XI for the agenda, evaluation instrument, and evaluation results. Following is a summary of the workshop:

The main purpose of the Principals Orientation Exploration Workshop was to gain their support for Career Exploration and to increase their knowledge of how to implement it in their respective schools. Participants were pretested and posttested on an instrument developed by the Regional Career Education Staff. Means were figured on each item in the pretest and compared with the means on the same items on the post test.

Responses indicate that the purposes of the conference were accomplished. For example, on item one (1) on the instrument "I am planning to implement Career Education Exploration in my school" participants pretested with a mean of 8.27 and posttested at a mean of 8.94 on a ten (10) point scale. This indicated that they entered the conference strongly committed to Career Exploration and were significantly affected toward a stronger commitment toward Career Exploration. Further, on the item "I favor trying the team approach to Career Exploration" the participants pretested with a mean of 7.50 and posttested with a mean of 8.40 which indicated that the conference persuaded them along the line of trying a team approach to Career Exploration.

The only item which went contrary to the desires of the Regional Career Education Staff was item seven (7): "an integral part of Career Education Exploration is hands-on activities." Participants pretested with a mean of 8.86, which was very high, and posttested with a mean of 8.62.

Indeed, we indicated that Career Education Exploration did feature hands-on activities and the contrary movement on this item has no immediate explanation.

What can be said, then, strictly speaking, from a research viewpoint concerning the effects of the Principals Exploration Orientation Workshop. The Workshop did affect the principals to some degree--our instrument was not sensitive enough to measure adequately the degree and lacked validation and reliability--and usually this effect was in a positive direction as perceived by the Regional Career Education Staff.

Preparation Phase Findings

As indicated above, the preparation phase consisted primarily of Workshop training for the Career Education Teams. A complete breakdown of the Exploration Workshop can be seen in Appendix II and a complete breakdown of the Awareness Workshop can be seen in Appendix III. Following are the findings of the Workshops based in part on instruments which the participants used to evaluate the Workshop and based in part on the subjective experiences which we had:

1. Avoid the overuse of large group assemblies. However, a discreet use of the same lends unity, cohesion, and is particularly effective in generating the tone and posture for the entire Workshop.

2. Use considerable care in choice and monitoring of consultants. An ineffective consultant can torpedo a well-conceived workshop. Even after they are selected and even after they are in the workshop they must be closely monitored so that they will do what is intended. Generally one needs to be quite specific concerning what is intended.

3. The use of consultants from various projects compounds the difficulty of effective monitoring and management. However, variegated Career Education experiences adds to the richness and breadth of ideas for participants.

4. Consultants should be explicitly told in writing what to expect and is allowable concerning their fees, room accommodations, and expenses.

5. Breaking a complex issue, such as Career Education, into segments and having modules of learning has proven to be successful in our case. Care should be taken, however, to synthesize these modules into a meaningful whole.

6. Providing participants an opportunity to make choices concerning the "packaging" of their workshop and being sensitive to feedback creates a favorable attitude among participants.

7. It is faulty to assume that a group of participants will have a uniform outlook toward education and a uniform set of needs. For example, elementary teachers do not perceive Career Education the same or even similarly as do secondary teachers. Also, principals have a distinctive construct of outlook as do guidance counselors and librarians. Providing time when these special groups can meet to discuss common concerns and needs contributes to the success of the workshop.

8. Participants need to be challenged and positively reinforced that what is being attempted can be accomplished.

9. Leadership of the subgroups must be identified, developed, and recognized.

10. What is expected of participants should be identified and communicated--preferably in performance objectives--but care should be taken to insure flexibility so a participant may develop an alternate course of action.

11. It is very important that the Workshop identify a long range purpose and develop a tie-in between its activities and this long range purpose.

12. A subgroup, or subgroups, within the workshop will be the pacesetter, and by discreet references to the pacesetters, other subgroups will tend to increase the quantity and quality of performance.

13. Arranging for consortium graduate credit creates management problems but adds to the impact of the Workshop.

14. It is beneficial to select small groups to develop models--for example, Exploration cluster units--prior to the Workshop so that these models can be demonstrated.

15. Demonstrations appear to have more impact than simply verbal descriptions.

16. Team or cooperative teaching appears to lend itself particularly well to Career Education.

17. Two weeks seems to be an appropriate length of time to have an effective Workshop which involves major attitudinal change on the part of participants.

In-service Findings

The findings which follow pertain not only to the system-wide in-service days which for the most part began the fall school term

but also periodic in-service work for smaller, more homogenous groups of school personnel which some systems use to supplement their system-wide meetings:

1. It was found that there was a positive correlation between the input of the regional Career Education staff into the planning and conduct of the in-service and its Career Education effectiveness, as perceived by the regional Career Education staff.

2. Presentations to large system-wide groups normally were not as effective as presentations to smaller groups of more homogeneous participants.

3. Hot, humid weather and poor physical settings for in-service meetings had an adverse effect on the effectiveness of communications concerning Career Education.

4. It was found that one of the most effective techniques is to use teachers from school systems to demonstrate or to talk in terms of Career Education. Teachers appear to respond more effectively to their peers.

5. Endorsements by the Superintendents and Directors lent significant credibility to the Career Education Program. To be sure, not all Superintendents and Directors speak with the same commitment, but their endorsement was highly instrumental in the success of the program.

Implementation Findings

As indicated above, the implementation phase consisted primarily of teacher participants in the Workshops teaching at least one (1) unit before Christmas, 1974, and the follow-up visit from the regional Career Education Staff. Following are the findings:

1. It was difficult to keep the pledge of visiting each participant before Christmas, 1974.

2. A schedule of Regional Career Education staff visits, made out early in the fall semester, was helpful in insuring that each Local Educational Agency and each school receive its fair share of attention from the Regional Career Education Staff.

3. The Exploration units, taught in grades 7-12, were effective, especially, those taught by a group or a team of teachers.

4. Some of the elementary schools, grades 1-6, lagged in their implementation of their Awareness units. Greater enthusiasm appeared to be evidenced in grades 7, 8, and 9. This appeared to be the result of our emphasis on Exploration during the second year of the program,

however.

5. It was found that in the elementary schools, grades 1-6,that while there appeared to be less overt enthusiasm, the number of units that were taught appeared to be more than during the first year of the program and to have greater depth.

6. It was found that most high schools did not arrange their schedules to promote team teaching; i. e., they did not change their schedule to block scheduling so as to allow the teachers and students greater flexibility in their activities in their Career Education units.

7. It was found that there was considerable difference from school to school and from Local Educational Agency to Local Educational Agency in the quantity and quality of their Career Education Program.

Evaluation Findings

Please recall that the purpose of the second year in Career Education was to focus on Exploration in grades 7-12 with Awareness being strengthened and refined. This section will deal with the findings as follows: Highlights of Evaluation by Exploration teachers; Highlights of Evaluation by Awareness teachers; Highlights of Evaluation by Principals; Highlights of Evaluation by students; and Highlights of Evaluation by Parents.

First, findings of teachers in grades 7-12 concerning Exploration. Since this is new information which is being communicated in report form for the first time, see Appendix IV for the instrument used and the findings. Following are a few of the highlights:

1. Teachers in grades 7-12 rated the second year program highest on:

   a. "Item A" which said "The two-week workshop provided me with a background in career exploration--." (5.7 on a 7.0 Scale)

   b. "Item R" which said "The cooperativeness of the students in group work--." (5.8 on a 7.0 Scale)

2. Teachers rated the program lowest on:

   a. "Item M" which said "My fellow workers' attitude toward career exploration, who were not in the workshop--." (4.3 on a 7.0 Scale)

   b. "Item K" which said "The community's interest in career exploration activities--." (4.4 on 7.0 Scale)

3. In the checklist section of the evaluation instrument the teachers rated the highest percentage on "Item 15" which asks "Did the students have the opportunities and experiences that involved student action rather than just reading or writing about them?"

Next, the highlights of Awareness teachers responding to their appropriate evaluation instrument. See Appendix V.

1. Teachers rated the program highest on:

   a. "Item I" which said "The regional staff's assistance through visitation, consultations, and support--." (6.1 on a 7.0 Scale)

2. Teachers rated the program lowest on:

   a. "Item L" which said "The parents of the children in the school have shown their interest--." (4.4 on a 7.0 Scale)

   b. "Item K" which said "The community's interest in career awareness activities in the school--." (4.4 on a 7.0 Scale)

3. In the checklist section of the evaluation instrument the teachers rated the highest percentage on "Items 7, 8, 10, 13, and 15 at 100 per cent.

Next, the Principals evaluation. See Appendix VI for instrument and results. Highlights are as follows:

1. Principals rated the program highest on:

   a. "Item F" which said "The regional staff's assistance to me in these units --." (6.8 on a 7.0 Scale)

   b. "Item I" which said "As a result of Career Exploration the parents' or resource persons' attitude --." (6.7 on a 7.0 Scale)

2. The principals rated the program lowest on:

   a. "Item T" which said "Career Exploration's influence on student's attendance--." (5.3 on a 7.0 Scale)

b. "Item 8" which said "The Natural Bridge Principals' Workshop on Career Exploration provided me with methods for developing a flexible or block schedule--."
(5.4 on a 7.0 Scale)

Next, the evaluation instrument and results for students in grades 4-6. (See Appendix VII) Highlights of the findings are as follows:

1. The students rated the program highest on:

   a. "Item 8" which said "going to school will help me to be prepared for a good job."
   (100% responded "yes")

2. The students rated the program lowest on:

   a. "Item 10" which said "I talk with my parents and teachers about what I want to be when I grow up."
   (85% responded "yes")

Next, the evaluation instrument and results for students in grades 7-12. (See Appendix VIII) Highlights of the findings are as follows:

1. The students rated the program highest on:

   a. "Item 1" which asks "Are you aware of the Career Education Program in your school?"
   (95% responded "yes")

2. The students rated the program lowest on:

   a. "Item 3" which asks "Have you or members of your class gone into the community to work--."
   (39% responded "yes")

Finally, the findings of the Parents' evaluation of the program. (See Appendix IX)

1. Parents rated the program highest on:

   a. "Item 5" which asks "Do you think that field trips are an important part of a student's education?"
   (93% responded "yes")

   b. "Item 6" which asks "Do you feel that the quality of education would be improved by an emphasis on work and occupations?"
   (91% responded "yes")

2. Parents rated the program lowest on:

   a. "Item 8" which asks "Do you think that schools are doing an adequate job in explaining the various career options available to students?" (67% responded "yes")

   b. "Item 8" which asks "Do you believe that schools should provide opportunities for students to explore various occupations?" (83% responded "yes")

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. A regional concept to the delivery of a program such as Career Education is workable and effective and provides a means of reaching a great number of persons. During the second year of the program, Career Education reached over twenty-two thousand (22,000) students.

2. We have said that Region XII is mountainous and rural, making it difficult to implement Career Education. However, just because it is difficult does not mean it cannot be done successfully. To be sure, many of the "ideal" concepts of Career Education must be modified in such an area, but the heart and soul of Career Education has been retained.

3. During the first year of the program little effort was expended to involve the community in Career Education. This was a major effort during the second year and we conclude from its involvement that the community is interested and is willing to support Career Education.

4. Many have said that educators in our area are as easy to move as a cemetery--that they will not change. Contrary to this opinion, they are willing to change if sound, systematic, and non-threatening approaches are utilized.

5. The success of any program is highly contingent upon the support of all segments of the school and community. While there will always be some who are not satisfied or willing to support Career Education, the majority of students and faculty are saying the program is sound and long overdue. We find this remarkable after only two (2) years of the program.

Recommendations

1. In order for Career Education to operate effectively, modifications of the traditional high school scheduling system must be made. School personnel should be made aware of such.

2. State governing agencies need to take a more definitive stand on their attitude toward Career Education if it is to have the most beneficial residual impact.

3. It is doubtful that a comprehensive innovation in education, such as Career Education purports to be, can be attained in three (3) years; therefore, it is recommended that this project have a longer life span from federal funding than the original three (3) year intent.

4. The funding pattern should allow for greater security of staff personnel. The year-to-year basis creates needless anxiety and apprehension on the part of those who depend on the project for their livelihood.

APPENDIX I

COUNSELORS WORKSHOP

A G E N D A

GUIDANCE COUNSELORS CAREER EDUCATION EXPLORATION CONFERENCE

April 4-5, 1974

Natural Bridge State Park
Slade, Kentucky

Thursday, April 4

2:30 p.m.	Registration and Refreshments	Gordon Cook
3:00	Introduction of Guests	Elwood Cornett
3:05	Purpose of Conference and Introduction of Panel	Bill Burke
3:10	Career Education as Viewed by a Student	Becky Singleton, Eighth Grade Student, Hindman Elementary School
3:15	Guidance In Career Education in Paintsville City Schools	Mabel Lemaster
3:30	Guidance In Career Education in LBJ	Amy Fugate
3:45	Guidance in Career Education in Hindman High School	Juanita Singleton
4:00	Break	
4:15	Questions for the Panel Mabel Lemaster Amy Fugate Juanita Singleton	Bill Burke, Moderator
4:30	Exploration: What It Is.	Owen Collins
5:00	Demonstration of a Cluster Unit	Willard Elementary Staff, Randy Wicker, and John Campbell
5:45	Identification of Elements of Guidance in the Demonstration Unit	Small Groups
6:15	Adjourn	
7:00	Dinner	

7:45	Reports of Small Groups	Bill Burke, Moderator
8:15	Likely Schedule Revisions in Region XII	Gordon Cook
8:45	Criteria for Team Selection	Owen Collins
9:00	Adjourn	

Friday, April 5

7:00 a.m.	Breakfast	
8:00	Prioritizing of Guidance Goals in Terms of Student Needs in Region XII	Gary Steinhilber and Bill Burke
8:40	Brainstorming for Ways and Means to Meet the Top Three Goals through Career Education Units and Activities	Small Groups
9:30	Report of Small Groups	
9:50	Break	
10:00	Guidance in Career Education Awareness	Randy Wicker and Lana Richardson
10:30	Guidance in Career Education Exploration and Preparation	Gordon Cook and Gary Steinhilber
10:55	Break	
11:00	Southeastern Personnel and Guidance Association Meeting	Mary Belle Duff, Chairman
	Career Education from the Viewpoint of Guidance Services	Dr. Curtis Phipps
12:00 noon	Lunch	
12:45	Plans for Future Workshops	Owen Collins
12:50	Summary	Bill Burke
1:00	Adjourn	

Note: It is requested that each participant of the conference list at least five (5) specific items which he or she plans to do in relation to Career Education during the ensuing school year. Examples include career days, work with exploration team, work with teachers in implementing three (3) guidance goals in awareness units, etc.

APPENDIX II

EXPLORATION WORKSHOP

THE CHALLENGE

You have heard this morning a summary of your accomplishments in Career Education during the first year of the program. Frankly, your success exceeded the expectations of nearly everyone, because the batting average nationally for most innovative educational programs is indeed low. There were those who said Career Education could not succeed in this region because it was rural and mountainous and our people were not known for their willingness to change. But you have made it work to the point that this project is considered number one in the Commonwealth of Kentucky. Let the credit go to those who made it work, to the school personnel of Region XII:

(1) To the Superintendents and Directors;

(2) To the Principals and Supervisors;

(3) To the Guidance Counselors;

(4) To the Librarians and Reading Teachers and other support personnel;

(5) and, To perhaps the most important group of all, the Teachers.

And to those with whom your Regional Staff work most closely, the Career Education Coordinators for the Local Educational Agencies:

Roland Sebastian, Breathitt County

Enoch Combs, Knott County

Bethel Ritchie, Knott County

Juanita Singleton, Knott County

Seldon Short, Jackson Independent

Margaret Lewis, Jenkins Independent

Lily Kincaid, Lee County

Mary May, Wolfe County

Hayes Lewis, Leslie County

Beckham Caudill, Letcher County

John C. Campbell, Perry County

Opal Eversole, Hazard Independent

Martha Turner, Owsley County

Charles Wilson, Hazard Area Vocational and Technical School

Dr. Ken Holloway, Hazard Community College

Now, we are embarked on the Exploration Phase, admittedly more difficult and complex, requiring more commitment and energy and work than did the Awareness Phase.

But hear you Dr. Carl Lamar and Dr. Lyman Ginger.

But hear you Honorable Carl D. Perkins and Kenneth B. Hoyt.

But hear you schools across this Commonwealth and our nation.

Come and see this project in late January, 1975, and you will see a project of Exploration that will "do us all proud." We the people of Region XII can and will make Career Education succeed for our children!

SCHEMATIC

REGION XII

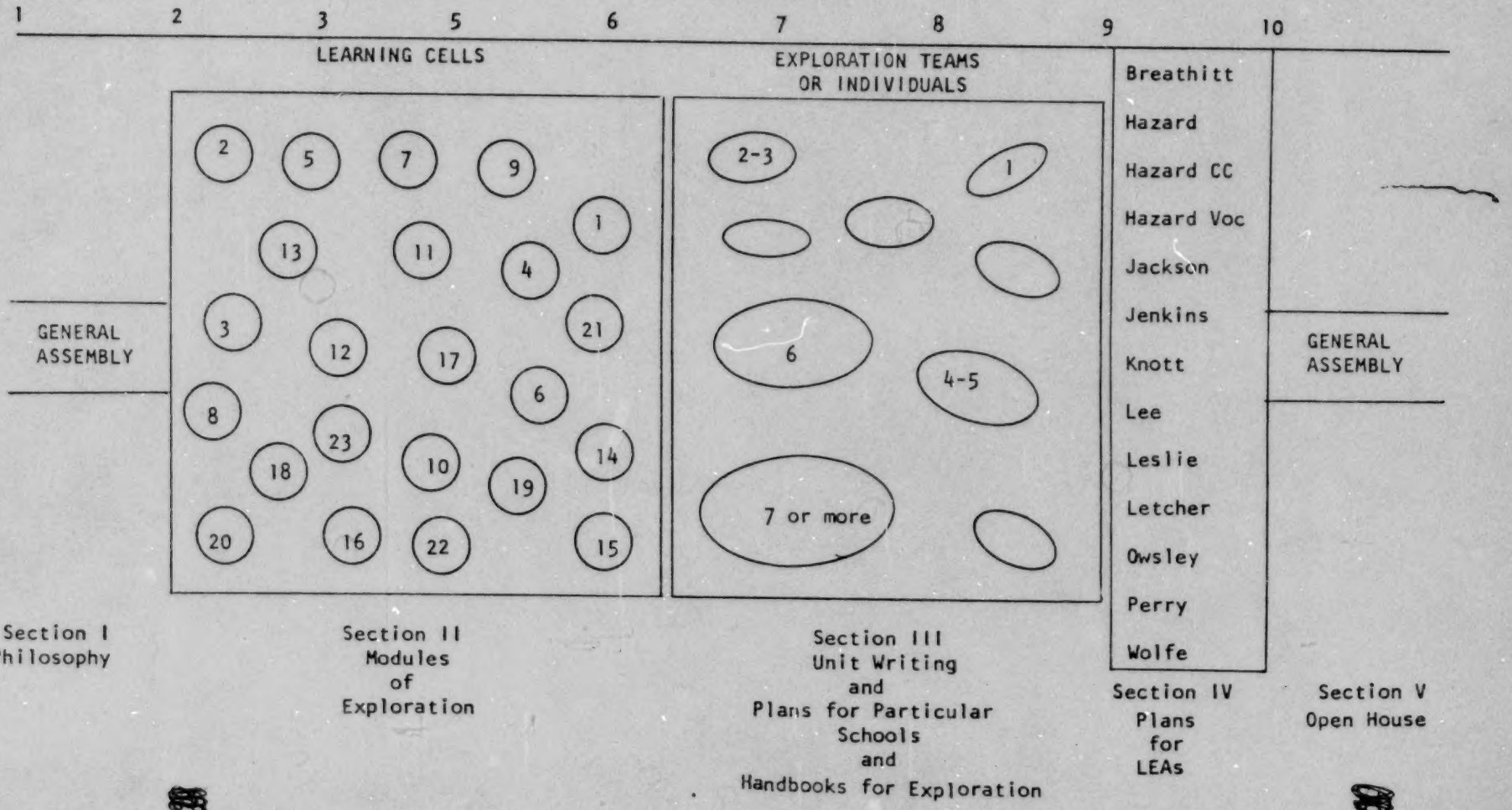
CAREER EDUCATION

EXPLORATION WORKSHOP

June 17 - 28, 1974

Hazard and Jackson

35, 36



Section I
Philosophy

Section II
Modules
of
Exploration

Section III
Unit Writing
and
Plans for Particular
Schools
and
Handbooks for Exploration

Section IV
Plans
for
LEAs

Section V
Open House

SECTION I

PHILOSOPHY

(First Day)

Performance Objectives for Participants

1. Each participant will be able to communicate orally at least three reasons for a Career Education program.

2. Participants will be able to name orally at least three major accomplishments of the Career Education program during the first year of operation.

3. Each participant will be able to name orally at least three major goals for the Career Education Exploration program to be achieved by February 1, 1975.

EXPLORATION WORKSHOP

June 17-28, 1974

Monday, June 17, 1974

8:30 a. m.	registration and refreshments student lounge	Gordon Cook
	entertainment auditorium	Slone Family, Hindman, Kentucky
8:45	meeting of superintendents, directors, and career education coordinators with Dr. Kenneth Hoyt, room 117	Elwood Cornett, Moderator
9:30	general assembly	
	address by Dr. Kenneth B. Hoyt, Associate Commissioner Office of Career Education Bureau of Occupational and Adult Education Office of Education Washington, D.C.	Elwood Cornett, Introduction
10:00	introduction of guests	Elwood Cornett
10:10	introduction of keynote speaker	Gordon Cook
10:15	keynote address	John Bruce
10:45	break	
11:00	days gone by	Bill Burke, Gordon Cook, Randolph Wicker, and Harlan Woods
11:30	this workshop and the year ahead	Owen Collins
12:00 noon	lunch	
1:00 p. m.	(1) those desiring credit from eastern kentucky university meet in room 119	

Monday, June 17, 1974

1:00 p. m. . . . . (2) those desiring credit from morehead state university meet in room 109

(3) all guidance counselors meet in library

(4) all principals meet in room 117

(5) all remaining personnel meet in auditorium

2:00 . . . . . general assembly

a way of stressing _____. . . . Randolph Wicker

3:00 . . . . . adjourn

SECTION II: MODULES OF EXPLORATION

(Learning Cells)

(9:00 a.m. Tuesday--3:00 p.m. Friday)

Introduction

The Learning Cells Approach is an attempt to provide participants a flexible learning environment rather than one which is prescriptive and lock-step. Participants will be able to pick and choose the Learning Cells which they desire within some guidelines.

Instructors in the Learning Cells are from Eastern Kentucky University, Morehead State University, Division of Guidance Services, Bureau of Vocational Education, your Regional Career Education Staff, and most importantly our own people in Region XII.

Following is a handout which has been given Instructors in the Learning Cells:

Learning Cells Approach

1. CREATIVE presentations. Lecture should be avoided. Multi-media presentations are encouraged.

2. SKILL oriented. Learning cells should attempt to teach a skill(s) in most cases; for example, the cell on role-playing should teach participants the skill(s) necessary to utilize role-playing in their classrooms.

3. PERFORMANCE oriented. Each learning cell needs performance objectives which clearly communicate what is expected from participants.

4. ACTIVITY oriented. Participants should be involved to a high degree in the learning process within each cell.

5. HANDOUTS. A summary sheet of the main points or an appropriate schematic is encouraged.

6. EVALUATION. Each instructor needs to gear this in, although it need not be formal. A brief oral check may be sufficient to see if participants achieved desirably. Participants will be asked to rank learning cells which were most beneficial on Friday.

Description of the Cells

Following is a description of the cells which includes purpose, performance objectives, instructors, etc. The performance objectives are what participants should be able to do at the conclusion of the instructional period. Learning cells vary in length from one hour to three hours.

More learning cells are provided than any one person can attend so you will have to be selective. It is suggested that a Local Educational Agency organize its participants in such a way that all learning cells will be attended by someone from that Local Educational Agency.

The first twelve learning cells are demonstrations of model cluster units by the Local Educational Agencies in this region.

CELL NO. 1

DEMONSTRATION OF A MODEL CLUSTER UNIT ON PUBLIC SERVICES

Purpose:	To show participants how Jenkins Independent Schools has conceptualized and developed a model cluster unit on public services.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. James Bentley 2. David Lucas 3. Teresa Matney 4. Judy Tolliver 5. Nagatha Venters 6. Ruby H. Zidaroff
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	11:00--12:00 Tuesday, June 18

CELL NO. 2

DEMONSTRATION OF A MODEL CLUSTER UNIT ON CONSTRUCTION

Purpose:	To show participants how Perry County Schools has conceptualized and developed a model cluster unit on construction.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Denny Campbell 2. Joan Combs 3. Edwina McIntosh 4. Anita Morris 5. Ronald Spurlock 6. Bonnie Stacy
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	11:00--12:00 Tuesday, June 18

CELL NO. 3

DEMONSTRATION OF A MODEL CLUSTER UNIT ON CONSUMER AND HOME ECONOMICS

Purpose:	To show participants how Knott County Schools has conceptualized and developed a model cluster unit on consumer and home economics.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Shella Slone 2. Mary Stewart 3. Veronica Tuttle 4. Bill Triplett 5. Edsel Wallen
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	2:00--3:00 Tuesday, June 18

CELL NO. 4

DEMONSTRATION OF A MODEL CLUSTER UNIT ON COMMUNICATION AND MEDIA

Purpose:	To show participants how Hazard Independent Schools has conceptualized and developed a model cluster unit on communication and media.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Ovetta Basey 2. Mabel Burklow 3. John Farler 4. Lora Heath
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame;	One hour
When Presented:	9:00--10:00 Wednesday, June 19

CELL NO. 5

DEMONSTRATION OF A MODEL CLUSTER UNIT ON TRANSPORTATION

Purpose:	To show participants how Leslie County Schools has conceptualized and developed a model cluster unit on transportation.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Alexander Begley 2. Martha R. Begley 3. Evelyn Crawford 4. James M. Hayes 5. Jean Begley
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	9:00--10:00 Wednesday, June 19

CELL NO. 6

DEMONSTRATION OF A MODEL CLUSTER UNIT ON HEALTH

Purpose:	To show participants how Letcher County Schools has conceptualized and developed a model cluster unit on health.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Stella Mae Ison 2. Carla Slone 3. Sherrill Slone 4. Howard Stanfill 5. Danny Taylor, Jr.
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	2:00--3:00 Wednesday, June 19

CELL NO. 7

DEMONSTRATION OF A MODEL CLUSTER UNIT ON BUSINESS AND OFFICE

Purpose:	To show participants how the Hazard Area Vocational and Technical School has conceptualized and developed a model cluster unit on business and office.
Performance Objectives;	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Sue Allen 2. Sarah Fitzpatrick 3. Joan Holloway 4. Emiline Montgomery
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	9:00--10:00 Thursday, June 20

CELL NO. 8

DEMONSTRATION OF A MODEL CLUSTER UNIT ON MARKETING AND DISTRIBUTION

Purpose:	To show participants how Jackson Independent Schools has conceptualized and developed a model cluster unit on marketing and distribution.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors;	1. Phyllis Lacy 2. Tincie Rogers 3. Irene Slusher 4. Julia Turner
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	9:00--10:00 Thursday, June 20

CELL NO. 9

DEMONSTRATION OF A MODEL CLUSTER UNIT ON FINE ARTS AND HUMANITIES

Purpose: To show participants how Lee County Schools has conceptualized and developed a model cluster unit on fine arts and humanities.

Performance Objectives:

1. Each participant will be able to describe to his team the elements of the above unit.
2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.

Instructors:

1. Beatrice Dooley
2. Carolyn Eversole
3. Jane Ann Sherrow
4. James Smith
5. Kaye Stamper

Who Should Attend: Optional

Number of Participants: Up to 25

Other Information: Participants will receive a copy of the model cluster unit at the conclusion of the period.

Time Frame: One hour

When Presented: 2:00--3:00 Thursday, June 20

CELL NO. 10

DEMONSTRATION OF A MODEL CLUSTER UNIT ON ENVIRONMENT AND NATURAL RESOURCES

Purpose: To show participants how Breathitt County Schools has conceptualized and developed a model cluster unit on environment and natural resources.

Performance Objectives:

(1) Each participant will be able to describe to his team the elements of the above unit.

(2) Each participant will be able to identify the elements of the above unit that probably would work in his school situation.

Instructors:

(1) Robert Samuel Lawson

(2) Bruce Stamper

(3) Alice Gabbard

Who Should Attend: Optional

Number of Participants: Up to 25

Other Information: Participants will receive a copy of the model cluster unit at the conclusion of the period.

Time Frame: 1 Hour

When Presented: 9:00 - 10:00 Friday, June 21

CELL NO. 11

DEMONSTRATION OF A MODEL CLUSTER UNIT ON MANUFACTURING

Purpose: To show participants how Owsley County Schools has conceptualized and developed a model cluster unit on manufacturing.

Performance Objectives:

1. Each participant will be able to describe to his team the elements of the above unit.
2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.

Instructors:

1. James R. Bowman
2. Phyllis Bowman
3. Maudie Cornett
4. Russell Duff
5. Earl Glenn Jackson
6. Howard Hayes
7. Marvin Wilson

Who Should Attend: Optional

Number of Participants: Up to 25

Other Information: Participants will receive a copy of the model cluster unit at the conclusion of the period.

Time Frame: One hour

When Presented: 9:00--10:00 Friday, June 21

CELL NO. 12

DEMONSTRATION OF A MODEL CLUSTER UNIT ON AGRI-BUSINESS

Purpose:	To show participants how Wolfe County Schools has conceptualized and developed a model cluster unit on agri-business.
Performance Objectives:	1. Each participant will be able to describe to his team the elements of the above unit. 2. Each participant will be able to identify the elements of the above unit that probably would work in his school situation.
Instructors:	1. Paul Fugate 2. Norma Profitt 3. Lynn Stidham
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will receive a copy of the model cluster unit at the conclusion of the period.
Time Frame:	One hour
When Presented:	2:00--3:00 Friday, June 21

LEARNING CELL No. 13

Title: Simulation

Purpose: The purpose of the simulation learning cell is to provide the participants with experience in the various job clusters so that they can establish simulation activities in the classroom setting for the students as different career education cluster units are taught.

Performance Objectives:

(1) The participants given two hours of time and a rotation schedule will go to 4 out of 7 work stations where they will successfully do an assigned simulation task in each station.

(a) List (1) one simulation activity (not in the station but related to the same cluster) that they could do in the classroom setting as they visit each simulation station.

(b) Orally discuss or put in writing their attitude toward doing the simulation activities in each station.

(c) List (3) three advantages to using simulation activities in the classroom.

Instructors: Charles Wilson
Bill Back

Who Should Attend: Optional

Number of Participants: 50

Other Information: None

Time Frame: 2 Hours

When Presented: 10:00 - 12:00 Thursday, June 20
10:00 - 12:00 Friday, June 21

CELL NO. 14

DECISION-MAKING

Purpose:	To provide participants with a decision-making process which they can teach to their students.
Performance Objectives:	1. Participants will be able to name orally the five (5) major steps of a decision-makingprocess. 2. Participants will be able to relate this process to other members of their team with whom they will write their cluster units. 3. Participants will indicate orally on a likert scale of 1-10 their confidence in being able to teach at the conclusion of the learning cell this process to their students.
Instructor:	Charlie Wilson
Who Should Attend:	Optional
Number of Participants:	Up to 25
Other Information:	Participants will be given a list of six (6) real life decisions from which one will be chosen by the total group for the development of the process.
Time Frame:	Two (2) hours
When Presented:	1:00--3:00 Tuesday, June 18 1:00--3:00 Wednesday, June 19

LEARNING CELL No. 15

Title: Performance Objectives

Purpose: To cause participants to become proficient in the writing of terminal performance objectives and enabling performance objectives in career education, using the A, B, C, D, approach.

Performance Objectives:

(1) Each participant will be able to distinguish between a terminal performance objective and an enabling performance objective with eighty percent accuracy when given a list of ten mixed terminal and enabling objectives.

(2) Each participant will be able to analyze orally with eighty percent accuracy, the A, B, C, and D's of three complete terminal objectives as related to their subject area.

(3) Each participant will develop and write a terminal performance objective, and at least two enabling performance objectives for the exploration unit which participant is a team member. Instructors will judge when objectives are satisfactory.

Instructors: Dr. Russell Bowen

Who Should Attend: All participants who did not attend the Career Education Workshop last year. Also any participant who desires additional assistance in writing performance objectives.

Number of Participants: 35 maximum

Other Information:

(1) Program instruction will be designed for the following subjects: Math, Science, English, and Social Studies, other.

(2) Instructors will be available all day Monday of second week to assist participants in writing of performance objective for their units.

Time Frame: 2 Hours

When Offered: 1:00 - 3:00 p.m., Tuesday, June 18
10:00 - 12:00 a.m., Wednesday, June 19
10:00 - 12:00 a.m., Thursday, June 20
10:00 - 12:00 a.m., Friday, June 21

LEARNING CELL No. 16

Title: Administration of an Exploration Program

Purpose: To involve each participant in developing a "Handbook for Administration of an Exploration Program" and to provide a logical sequence of steps in administering the program.

Performance Objectives:
(1) Participants at the conclusion of this learning cell will be able to develop a Table of Contents for a Handbook for their LEA's.

(2) Participants will be able to explain to themselves each step of administering an Exploration Program.

Instructor: Dr. Kenneth Noah

Who Should Attend: Essential for Coordinators and others who may be involved in administering exploration.

Number of Participants: Up to 25

Additional Information:
(1) Participants will be provided samples for their Handbooks.

(2) "Guidelines for Advisory Councils" is presented in Cell 24.

Time Frame: 3 Hours

When Presented: 9:00 - 10:00 a.m. and 1:00 - 3:00 p.m., Thursday, June 20
9:00 - 10:00 a.m. and 1:00 - 3:00 p.m., Friday, June 21

CELI NO. 17

ACTIVITIES TO DEVELOP POSITIVE SELF-CONCEPT

Purpose: To provide participants practical experiences in the promotion and importance of positive self-concept among students in the classroom.

Performance Objectives:

1. All participants will list at least three (3) strategies for building positive self-concept in their students.
2. All participants will list at least three (3) classroom activities they plan to utilize in their classrooms.
3. All participants will state in writing the importance of positive reinforcement in the classroom.

Instructor: 1. Lana Richardson

Who Should Attend: Teachers; optional for others

Number of Participants: 25 maximum

Other Information: Participants will be provided a list of twenty-five (25) potential classroom activities for developing a positive self-concept among students.

Time Frame: Two (2) hours

When Presented: 1:00--3:00 Tuesday, June 18

10:00--12:00 Wednesday, June 19

1:00--3:00 Wednesday, June 19

LEARNING CELL No. 18

Title: Involving the Community in Career Education

Performance Objectives:

(1) Participants will be able to list three (3) methods or techniques for identifying key leaders (Legitimizers) and organizations in the community.

(2) Participants will be able to name five (5) principal groups whose support is essential to career education.

(3) Participants will be able to list three (3) approaches to establishing "educational partnerships" between schools and companies or organizations.

(4) Participants will be able to list and briefly discuss the major "action steps" for involving the community in career education.

(5) Each participant will name one (1) approach to involving the community in career education which will be included in his or her cluster unit.

Instructor: Harlan Woods, Jr.

Who Should Attend: Optional

Number of Participants: Up to 25

Additional Information:

(1) Participants will be given a sample of a community resources questionnaire.

(2) Participants will engage in a discussion concerning community resources identification process.

Time Frame: 1 Hour

When Presented: 10:00 - 11:00 a.m., Thursday, June 20
1:00 - 2:00 p.m., Thursday, June 20
10:00 - 11:00 a.m., Friday, June 21

CELL NO. 19

ECONOMIC AWARENESS CONCEPTS

Purpose: To increase participants' understanding of economic awareness concepts.

Performance Objectives:

1. Participants will be able to define technology and list five (5) ways in which technology has affected the world of work.
2. Participants will be able to name five (5) advantages and disadvantages of specialization of of labor.
3. Participants will be able to list four (4) advantages and disadvantages of credit.
4. Participants will be able to name five (5) types of interest rates.
5. Each participant will be able to name one (1) economic awareness concept which will be included in his or her cluster unit.

Instructor: 1. Harlan Woods, Jr.

Who Should Attend: Optional

Number of Participants: Up to 25

Other Information:

1. Participants will engage in the actual process of computing interest rates on charge account and installment purchases.
2. Participants will be given actual data from a coal hauler's profit and loss book.

Time Frame: One (1) hour

When Presented: 11:00--12:00 Thursday, June 20

2:00--3:00 Thursday, June 20

1:00--2:00 Friday, June 21

LEARNING CELL No. 20

Title: Organizing Career Clubs

Purpose: To give participants a first-hand knowledge of the process of developing a Career Club.

Performance Objectives:

(1) Each participant will be able to effectively organize a Career Club;

(2) Each participant will know the importance of administrative support, student involvement, and development of activities in relation to organizing Career Clubs;

(3) Each participant will be able to list at least ten (10) examples of possible Career Clubs.

Instructor: Kenneth Boggs

Who Should Attend: Optional

Number of Participants: Up to 25

Time Frame: 1 Hour

When Presented:
9:00 - 10:00 a.m, Thursday, June 20
11:00 - 12:00 a.m., Thursday, June 20
9:00 - 10:00 a.m., Friday, June 21
11:00 - 12:00 a.m., Friday, June 21
1:00 - 2:00p.m., Friday, June 21
2:00 - 3:00 p.m., Friday, June 21

CELL NO. 21

POSITIVE ATTITUDE TOWARD WORK

Purpose:	To actively engage teachers in the conduct of classroom activities devoted to developing positive attitudes toward work among their students.
Performance Objectives:	1. Each participant will be able to list at least two (2) classroom activities they could effectively conduct in their classroom on the development of positive attitudes toward work in students. 2. Each participant will be able to develop in writing at least one (1) activity not included on the "list of activities" handout. 3. Seventy-five percent (75%) of the participants will include at least one (1) activity on developing a positive Attitude Toward Work in their Exploration Cluster Unit.
Instructor:	Bob Ruoff
Who Should Attend:	Teachers and counselors, optional for others
Number of Participants:	25
Other Information:	None
Time Frame:	One (1) hour
When Presented:	11:00--12:00 Tuesday, June 18 1:00--2:00 Tuesday, June 18 9:00--10:00 Wednesday, June 19 11:00--12:00 Wednesday, June 19 1:00--2:00 Wednesday, June 19

LEARNING CELL No. 22

Title: Evaluation

Purpose: To provide an opportunity for participants to consider for Exploration units alternative evaluation systems or add units to their present evaluation system.

Performance Objectives:

(1) Participants will be able to orally give three (3) reasons for keeping their present evaluation system or three (3) reasons for changing their present evaluation system.

(2) Participants will be able to name orally at least three (3) criteria which could be effectively included in an expanded evaluation system.

Who Should Attend: Optional

Number of Participants: 25 maximum

Additional Information:

(1) Participants will be presented at least (2) models of evaluation.

(2) Participants are encouraged to react to these models.

Instructor: Dr. Russell Bowen

Time Frame: 1 Hour

When Presented:
9:00 - 10:00 a.m., Wednesday, June 19
1:00 - 2:00 p.m., Wednesday, June 19
9:00 - 10:00 a.m., Thursday, June 20
1:00 - 2:00 p.m., Thursday, June 20
9:00 - 10:00 a.m., Friday, June 21
1:00 - 2:00 p.m., Friday, June 21

CELL NO. 23

FUSION OF SUBJECT AREA CONCEPTS AND SKILLS
AND CAREER EDUCATION IN AN EXPLORATION UNIT

Purpose: Each participant at the conclusion of the learning cell will be able to fuse their subject area concepts and skills into a Career Education Cluster Unit.

Performance Objectives:

1. Each participant will select a job cluster that is of interest to him or her at the beginning of the session for use during the learning cell.

2. Each participant will select from his text or course of study a chapter, unit, or section that emphasizes concepts and skills that apply to the job cluster selected.

3. Participants will be grouped according to different subject areas with the same identified cluster to determine how each can complement the other around the same theme.

4. Each learning cell team member will specify two (2) objectives for their subject area as related to identified team cluster and write them in as the objective element of a unit.

5. The learning cell team will specify in writing an objective that is common to all represented in the team.

   Example: Career Education Concepts, i.e.

   A. Human relation skill to be developed

6. The learning cell team will specify two (2) exploration activities for one (1) of the listed objectives.

Instructor: 1. Diane Sharer

Who Should Attend: All participants

Number of Participants: 25 per offering

Other Information: Each participant needs the discipline text or course of study in school setting. Each participant will be given a copy of the job cluster.

When Presented: 1:00--3:00 Tuesday, June 18
10:00--12:00 Wednesday, June 19
1:00--3:00 Wednesday, June 19

LEARNING CELL No. 24

Title: Setting Up And Utilizing Advisory Councils

Purpose: To show participants importance of advisory councils and to go through each step in setting up advisory councils.

Performance Objectives:

(1) All participants will be able to name orally three (3) advantages for a school system of setting up and utilizing advisory councils.

(2) All participants will be able to identify orally the four (4) most important guidelines in setting up and utilizing advisory councils.

(3) All participants, by the end of the two-week workshop, will have formulated for consideration for approval by the superintendent or director and his board, a set of guidelines for setting up and utilizing an advisory council in his local educational agency.

(4) All participants will have set tentative dates for the two (2) advisory council meetings in their respective local educational agencies in the upcoming school year.

Who Should Attend: Career Education Coordinators and/or those responsible for setting up and utilizing advisory councils in their local educational agencies.

Number of Participants: 25 maximum

Instructor: Joe Pierce

Additional Information:

(1) Participants should be familiar with "Career Education Advisory Councils: "A Plan for Development" written by Fred Hoke and Max E. Jobe prior to the learning cell.

(2) Copies of this may be checked out of the Readings Learning Cell.

Time Frame: 1 Hour

When Presented:
11:00 - 12:00 a.m., Tuesday, June 18
2:00 - 3:00 p.m., Tuesday, June 18
9:00 - 10:00 a.m., Wednesday, June 19
10:00 - 11:00 a.m., Wednesday, June 19
2:00 - 3:00 p.m., Wednesday, June 19

CELL NO. 25

JOB CLUSTERS AND JOB FAMILIES

Purpose: To provide participants information about the cluster concept in providing linkages between any subject matter and skills training, career development, and community involvement.

Performance Objectives:

1. Participants will demonstrate their knowledge of the fifteen (15) U.S.O.E. job clusters by being able to list twelve (12) of the fifteen (15) clusters.

2. Participants will be able to list at least one (1) job family of five (5) occupations and identify its cluster.

3. Participants will be able to take a list of careers which they will identify and place them in their appropriate job cluster.

Instructor: Vandayln Hooks

Who Should Attend: Optional

Number of Participants: 25

Other Information:

1. Participants will be given a listing of the clusters.

2. Principals, Team Leaders, and Coordinators will be provided a "Cluster-Subject Area" packet.

Time Frame: One (1) hour

When Presented: 9:00--10:00 Thursday, June 20
11:00--12:00 Thursday, June 20
1:00-2:00 Thursday, June 20

9:00--10:00 Friday, June 21
10:00--11:00 Friday, June 21
1:00--2:00 Friday, June 21

LEARNING CELL No. 26

Title: Readings in Career Education

Purpose: To augment participants' concept of Career Education by providing writings of nationally prominent persons in Career Education.

Performance Objectives:

(1) Participants will be able to identify at least five(5) of the most authoritative articles, books, or other works dealing with Career Education.

(2) Participants will be able to summarize the main theme of at least two (2) selected articles or chapters on Career Education.

(3) Participants will express their reactions or response to the positions expressed on any one article read.

Who Should Attend: Optional for all Participants

Number of Participants: 25

Instructors: Donna Brown
Theresa Young

Additional Information:

(1) Participants may enter and exit at will.

(2) Participants may check out materials overnight.

Time Frame: 1 Hour

When Presented: Open Tuesday thru Friday

LEARNING CELL No. 27

Title: Job Acquisition and Related Skills

Purposes: To give participants a first hand knowledge of the techniques of acquiring employment, and further to give each participant information as to the cycle that each job acquisition completed application goes through.

Performance Objectives:

(1) Eighty-five percent of the participants will be able to name orally six (6) rules of conduct during an interview at the conclusion of the instructional period.

(2) Ninety-five percent of the participants will be able to list orally four (4) sources of locating job vacancies at the conclusion of the instructional period.

(3) Eighty-five percent of the participants will be able to name orally correct procedure in choosing personal references.

(4) Eighty percent of the participants will be able to list orally the three (3) purposes of the job application at the end of the instructional period.

(5) Eighty percent of the participants will be able to describe orally the cycle that job application completes after submitted by prospective employee.

Instructor: Sam Sanders, District Manager, Kentucky Utilities Company

Who Should Attend: Teachers, Optional for Principals, Counselors, Career Education Coordinators, etc.

Number of Participants: 25

Additional Information:

(1) Participants will engage in the actual process of completing an application with the Kentucky Utilities Company.

(2) Company-wide reasons for dismissal from jobs will be presented.

Time Frame: 1 Hour

When Presented: 10:00 - 11:00 a.m., Thursday, June 20
11:00 - 12:00 a.m., Thursday, June 20
1:00 - 2:00 p.m., Thursday, June 20
2:00 - 3:00 p.m., Thursday, June 20

CELL NO. 28

RESOURCE PERSONS, INTERVIEWS, FIELD TRIPS

Purpose: To cause the participants to fully realize the importance of resources in Career Education.

Performance Objectives:

1. Each participant will be able to identify the practical steps for acquiring a resource person.
2. Each participant will be able to develop interview skills with their students so that a resource person can be interviewed in a way that is practical and informing.
3. Each participant will be able to identify the process of acquiring a participating business or industry for placing a student into the business or industry. Further the responsibilities of each party will be specified before, during, and after exploration activities.
4. The participants will be able to design reflection activities for large and small group guidance, so that information can be shared after exploration activities are completed in the participating operation.

Instructor: 1. Judy White

Who Should Attend: Optional

Number of Participants: Up to 25

Time Frame: One (1) hour

When Presented:
11:00--12:00 Tuesday, June 18
1:00--2:00 Tuesday, June 18
2:00--3:00 Tuesday, June 18
10:00--11:00 Wednesday, June 19
11:00--12:00 Wednesday, June 19
1:00--2:00 Wednesday, June 19

LEARNING CELL No. 29

Title: Exploratory Work Experience for Teachers

Purpose: To provide participants an opportunity to have first hand work experiences. (Similiar to what students will be afforded during the up-coming school year)

Performance Objectives:

(1) All participants will list at least three (3) advantages of involving students in a work experience program.

(2) All participants will list at least three (3) disadvantages of involving students in a work experience program.

(3) All participants will list at least three (3) advantages for teachers of involving students in a work experience program.

(4) All participants will list at least three (3) disadvantages for teachers of involving students in a work experience program.

(5) All participants will list in writing the three (3) most important things they have learned such as:

(a) Work Conditions
(b) Qualifications of employees
(c) Approximate salaries
(d) Human relation skills being used or needed
(e) Morale of employees (Great care should be taken here)
(f) Other

Instructor: Bill Burke and Gordon Cook

Who Should Attend: Required of all Team Leaders, recommended for Career Education Coordinators and Counselors, optional for teachers.

Number of Participants: 20 maximum

Additional Information:

(1) Participants will be asked to assume the role of a typical student.

(2) Participants will visit selected work stations in groups of 2-3 persons.

Time Frame: 2 - 3 Hours

When Presented: Morning, Wednesday, June 19
Afternoon, Wednesday, June 19

LEARNING CELL No. 30

Title: Planning, Activating, and Directing a "Theme Teaching Unit"

Purpose: Remove the individual teacher from an isolated effort to a cooperative planning effort so that a unit of work can be planned, activated and directed in the classroom learning setting.

Performance Objectives:

(1) 70% of the participants will be able to recall 70% of the A, B, C's of a unit after they have interacted to the A, B, C's listing.

(2) Each participant will realize his role in causing the unit to move efficiently and effectively toward the objectives that have been established by the team as they meet a time-line as deadlines are established in planning.

(3) Each participant will realize his role in cooperative planning and theme teaching to the degree that the responsibility assigned in cooperative planning sessions will be completed at the onset of the unit implementation by having access to a practical strategy for cooperative planning.

All of the above objectives will be completed at the end of the instructional period as will be evaluated by the instructor.

Who Should Attend: Team Members

Number of Participants: 25

Instructor: Joy Wood

Additional Information: Each participant will receive an A, B, C, listing for cooperative planning and suggestions for unit movement.

Time Frame: 2 Hours

When Presented: 10:00 - 12:00 a.m., Thursday, June 20
1:00 - 3:00 p.m., Thursday, June 20
10:00 - 12:00 a.m., Friday, June 21
1:00 - 3:00 p.m., Friday, June 21

CELL NO. 31

CAREERS FOR THE HANDICAPPED

Purpose: To provide participants with knowledge, skills, and attitudes in working with the handicapped.

Performance Objectives:

1. Each participant will be able to name at least one (1) resource for each of the five (5) handicaps discussed.

2. Each participant will be able to define the difference between separate facilities and an integrative approach to servicing the handicapped.

3. Each participant will be able to name orally at least three (3) solutions to practical problems which may arise in an integrative handicapped classroom.

4. Participants will be able to name at least five (5) careers in which handicapped persons have functioned well in, and name at least two (2) other careers in which handicapped persons should be able to succeed.

Instructor: 1. Deborah Zook

Who Should Attend: Optional

Number of Participants: Up to 20

Time Frame: One (1) hour

When Presented:
9:00--10:00 Thursday, June 20
10:00--11:00 Thursday, June 20
1:00--2:00 Thursday, June 20
2:00--3:00 Thursday, June 20
10:00--11:00 Friday, June 21
11:00--12:00 Friday, June 21
1:00--2:00 Friday, June 21
2:00--3:00 Friday, June 21

EXPLANATION OF THE FOLLOWING THREE LEARNING CELLS

The following three (3) Learning Cells are designed primarily for Guidance Counselors. Dr. Cacus Flesher from Eastern Kentucky University will work intensively with the Guidance Counselors beginning at 1:00 p.m., Monday, June 17 and ending at 3:00 p.m., Tuesday, June 18.

It is suggested that Guidance Counselors then will conduct Learning Cells 35 and 36 (Human Relations - Hot Dogging and Human Relations - Cold Turkey). The emphasis in Learning Cells 35 and 36 will be to provide teachers with practical activities which they can conduct in Human Relations in their classrooms.

It is further suggested that Guidance Counselors will rotate their schedules so that an individual counselor will conduct only one (1) cell in Human Relations on Thursday, or Friday. Thus, he or she will be free to attend other Learning Cells.

LEARNING CELL No. 32

(FOR GUIDANCE COUNSELORS ONLY)

Title: What Does It Mean to be Physically Able, Intellectually Capable and Emotionally Stable?

Purpose: Each participant at the conclusion of the learning cell will be able to identify his or her assets and liabilities in the three (3) main categories listed above.

Performance Objectives:

(1) Each participant will, through self exploration, the material provided for him, and group interaction, deal with the concept of maximum functioning in the area of physical development and will list the assets (physical stamina, manual skills, physical appearance, etc.) which are valued in our society and the world of work.

(2) Each participant will list the assets he or she has in the area of physical performance and will build a program for enhancing, perpetuating and extending these attributes.

(3) Each participant will list the liabilities (obesity, poor muscle tone, poor posture, neglected physical appearance,etc.) which he has and build a program for remediation of these defects.

Instructor: Cacus Flesher

Who Should Attend: Guidance Counselors Only

Time Frame: 2 Hours

When Presented: 1:00 - 3:00 p.m., Monday, June 17

LEARNING CELL No. 33

(FOR GUIDANCE COUNSELORS ONLY)

Title: Intellectual Functioning

Purpose: To explore and define the intellectual assets and liabilities of the participants.

Performance Objectives:

(1) Each participant will list the intellectual assets (good mind, reading and comprehension skills, math skills, writing skills, work habits, etc.) which he has and build a program for continued learning.

(2) Each participant will list the intellectual liabilities (poor work habits, lack of communication skills, lack of investigative skills, etc.) which he has and build and begin a program for remediation.

Emphasis will be placed on self insight, and techniques for teaching others to function more effectively as cognitive human beings in their relations to others in the world of home, school, community and work.

Instructor: Cacus Flesher

Who Should Attend: Guidance Counselors Only

Time Frame: 2 Hours

When Presented: 10:00 - 12:00 a.m., Tuesday, June 18

LEARNING CELL No. 34

(FOR GUIDANCE COUNSELORS ONLY)

Title: Emotional Stability, Relating Humanly One to Another

Purpose: To develop interaction skills which facilitate emotional growth and development.

Performance Objectives:
(1) Use Flanders Interaction Analysis and evaluate individual responses.

(2) Develop the skill of interchangeable responses.

(3) Build program of use of analysis techniques.

Instructor: Cacus Flesher

Who Should Attend: Guidance Counselors Only

Time Frame: 2 Hours

When Presented: 1:00 - 3:00 p.m., Tuesday, June 18

CELL NO. 35

HUMAN RELATIONS IN "HOTDOGGING"

Purpose:	To provide participants practical human relations activities which they can use in their classroom.
Performance Objectives:	1. Participants will be able to name, orally, three (3) activities from this learning cell which they can utilize in their cluster units development. 2. Participants will indicate, on a scale from 1-10, their confidence in being able to teach these activities to their students.
Instructors:	1. Guidance Counselors from Region XII
Who Should Attend:	Optional
Number of Participants:	Up to 25
Time Frame:	Two (2) hours
When Presented:	10:00--12:00 Thursday, June 20 10:00--12:00 Friday, June 21

CELL NO. 36

HUMAN RELATIONS IN "COLD TURKEY"

Purpose: To provide participants practical human relations activities which they can use in their classroom.

Performance Objectives:

1. Participants will be able to name, orally, three (3) activities from this learning cell which they can utilize in their cluster units development.

2. Participants will indicate, on a scale from 1-10, their confidence in being able to teach these activities to their students.

Instructors: Guidance Counselors from Region XII

Who Should Attend: Optional

Number of Participants: Up to 25

Time Frame: Two (2) hours

When Presented: 1:00--3:00, Thursday, June 20
1:00--3:00, Friday, June 21

APPENDIX III

AWARENESS WORKSHOP

THE CHALLENGE

Those who implemented Career Education in Region XII during its first program year left a high mark to try to top in future years. Seven hundred and fifty-five (755) teachers taught one thousand two hundred and five (1,205) units and the program reached over twenty thousand(20,000) school children. And the majority of these units were taught at the elementary level, although strong individual teachers taught units at the junior high and senior high level.

Now, as we enter the second year of the Awareness phase the challenge is threefold:

1. To sustain the kind of enthusiasm which prevailed with teachers and administrators at the elementary level last year.
2. To further refine and develop and to add to the units which have been developed.
3. To articulate the units from one grade level to another so that students will receive both breadth and scope to their Career Education activities without having excessive duplication in these experiences.

Although my remarks have been made primarily to the elementary school people, let me add emphatically that the Awareness effort must be continued and expanded at the junior high and senior high level. One of the cornerstones of the Career Education development is relating subject matter to the practical everyday world and indeed this can and should continue as a bastion of Career Education at the junior high and senior high level. Along with other Career Education concepts it can make instruction come alive and more meaningful. A strong Awareness program at the junior high and senior high levels is essential as a foundation for exploration and preparation programs.

There have been those who said that Career Education could not succeed in Region XII because it was rural and mountainous, but they have been false prophets. There have been those who have said that the school people in Region XII would not accept Career Education because they were traditional and would not open themselves to new ideas, but they were false prophets. There are those who have said the exploratory program could not make it in Region XII because of the necessity of involving the students in the community but I have assurance that they will be false prophets as well. There have been those who have said that we could not sustain the kind of beginning that we had the first year, but we feel we can make false prophets of these people too. With your beginning, with your grasp of Career Education, with the work you have done in Career Education, with your intelligence, with your enthusiasm we will make this second year of Awareness the best ever!

AGENDA

Awareness Workshops

July 29----August 2------Hazard

August 12------August 16-----Beattyville

onday

8:00 a.m.	Registration for EKU Credit in Room 108 Registration for MSU Credit in Room 113	
8:30.	Workshop Registration and Entertainment . .	Gordon Cook and Bill Burke
8:55.	Welcome: Hazard Community College	Dr. J. Marvin Jolly, Director
	Lee County High School	Mr. Sedley Stewart, Superintendent
9:00	Introduction of Guests	Elwood Cornett
9:10	Film: "Career Education in Georgia"	Bill Burke
9:40.	Expectations for Workshop	Owen Collins
10:00	Break	
10:15	Excerpts from Dr. Kenneth B. Hoyt's Address, Monday, June 17, 1974.	Gordon Cook and Bill Burke
10:35	Demonstration of Awareness Unit	Ms. Sarah Gilbert, Sixth Grade Teacher Hazard Independent Schools, Introduction, Harlan Woods
11:20	Questions Concerning Unit	Harlan Woods, Moderator
11:35	Lunch	
12:35	Resource Persons, Field Trips, Communication to Parents, Visuals, Role Playing, and Various Levels of Activity.	Owen Collins

1:05 . . . . . .Learning Modules (Cells)

1. Positive Self Concepts . .Lana Richardson . . . . . Library

2. Economic Awareness Concepts . .Harlan Woods, Nyoka Crawford, and Judith Mullins . . . . . Room 114

3. Performance Objectives. .Dr. Russ Bowen . . . . . Rooms 108-109

4. Interdependence of Society and Workers . .Dr. Bill Brown . . . . . Room 119 or Dr. Nancy Peel

5. How to Write a Unit . . .Owen Collins . . . . . Auditorium

2:00 . . . . . .Break

2:05 . . . . . .Learning Cells Continued . . .

1. Positive Self . Concepts Continued. .Lana Richardson . . . . . Library

2. Economic Awareness Concepts Repeated . Harlan Woods, Nyoka Crawford, and Judith Mullins . . . . . Room 114

3. Performance Objectives Continued .. Dr. Russ Bowen . . . . . Rooms 108-109

4. Interdependence of Society and Workers Repeated . .Dr. Bill Brown . . . . . Room 119 or Dr. Nancy Peel

5. How to Write a Unit Repeated . . Gordon Cook . . . . . Auditorium

3:00. . . . . Meeting of Local Educational Agencies (LEAs)

Perry County. . . Auditorium

Letcher County . . 108 and 109

Knott County . . . 114

Leslie County. . 113

Hazard Independent . . .160

Jenkins Independent. . .105

Hazard Community College..107

Hazard Area Vocational
and Technical School . .115

3:10 . . . . . Adjourn

3:10 . . . . . Career Education Coordinators Meeting
in Auditorium . . . . . .Regional
Career
Education
Staff

Tuesday

8:30 a.m. . . . . .Teachers Meet According to Grade Level and Elect a Chairman

Grade 1. . .	.Bethel Ritchie	.Room 105
Grade 2. . .	.Margaret Lewis	.Room 160
Grade 3. . .	.Opal Eversole.	.Room 108
Grade 4. . .	.Jean Begley	.Room 109
Grade 5. . .	.Beckham Caudill	.Room 113
Grade 6. . .	.John C. Campbell.	.Room 114
Grade 7. . .	.Enoch Combs	.Room 116
Grade 8. . .	.Charles Wilson	.Room 117
All Secondary Participants.	.Gordon Cook	.Room 119
Principals and Supervisors .	.Harlan Woods.	.Library
Guidance Counselors .	.Bill Burke	.Library
Librarians . .	.Dr. Ken Holloway.	.Library
Reading Teachers . .	.Randolph Wicker	.Library

8:50 . . . . . .General Assembly

Administrative Announcements. . . .Owen Collins

9:00 . . . . . .Evaluation Procedures and Techniques in Career Education Units . . . .Dr. Russ Bowen

9:50 . . . . . .Break

10:00.

1. Positive Self Concepts...Lana Richardson . . . . . .Library

2. Economic Awareness Concepts . . . .Harlan Woods, Nyoka Crawford, and Judith Mullins . . . .Room 114

3. Performance Objectives. . . .Dr. Russ Bowen . . . . . .Rooms 108-109

4. Interdependence of Society and Workers . . . .Dr. Bill Brown . . . . . .Room 119 or Dr. Nancy Peel

5. How to Write a Unit . . . . . .Bill Burke . . . . . .Auditorium

10:55 . . . . . .Break

11:00 . . . . . .Learning Cells

1. Positive Self Concepts Continued . . . .Lana Richardson. . . . .Library

2. Economic Awareness Concepts Repeated..Harlan Woods, Nyoka Crawford, and Judith Mullins. . . .Room 114

3. Performance Objectives Continued. . . Dr. Russ Bowen . . . . .Rooms 108-109

4. Interdependence of Society and Workers Repeated . . . Dr. Bill Brown . . . . .Room 119 or Dr. Nancy Peel

5. How to Write a Unit Repeated . . Owen Collins . . . . .Auditorium

12:00 noon . . . . . Lunch

1:00 p.m. . . . . Learning Cells Continued

1. Positive Self Concepts . . . . Lana Richardson . . . . .Library

2. Economic Awareness Concepts Repeated..Harlan Woods, Nyoka Crawford, and Judith Mullins. . . .Room 114

3. Performance Objectives . . . Dr. Russ Bowen . . . . .Rooms 108-109

4. Interdependence of Society and Workers Repeated..Dr. Bill Brown . . . . .Room 119 or Dr. Nancy Peel

	5. How to Write a Unit Repeated	Gordon Cook	Auditorium
1:55	Break		
2:00	Learning Cells Continued		
	1. Positive Self Concepts Continued	Lana Richardson	Library
	2. Economic Awareness Concepts Repeated	Harlan Woods, Nyoka Crawford, and Judith Mullins	Room 114
	3. Performance Objectives Continued	Dr. Russ Bowen	Rooms 108-109
	4. Interdependence of Society and Workers Repeated	Dr. Bill Brown or Dr. Nancy Peel	Room 119
	5. How to Write a Unit Repeated	Bill Burke	Auditorium
3:00	Adjourn		
3:05	All Coordinators and Chairmen Meet in Auditorium		Regional Career Education Staff

Wednesday

8:50 a.m.	General Assembly	
	Administrative Announcements	Owen Collins
9:00	Correlation of Subject Areas	Judy White
9:50	Break	
10:00	Clarification of Objectives for Next Three Days	Owen Collins
10:15	Participants Grouped by Grades and Special Interests	
Grade 1	Bethel Ritchie	Room 105
Grade 2	Margaret Lewis	Room 160
Grade 3	Opal Eversole	Room 108
Grade 4	Jean Begley	Room 109
Grade 5	Beckham Caudill	Room 113
Grade 6	John C. Campbell	Room 114
Grade 7	Enoch Combs	Room 116
Grade 8	Charles Wilson	Room 117
All Secondary Participants	Gordon Cook	Room 119
Principals and Supervisors	Harlan Woods	Library
Guidance Counselors	Bill Burke	Library
Librarians	Dr. Ken Holloway	Library
Reading Teachers	Randolph Wicker	Library
2:45	LEA Meetings	
	(See pages 2 and 3 of the agenda)	
3:00	Adjourn	
3:05	Chairmen and Coordinators Meet in Auditorium	Regional Career Education Staff

Thursday

8:50 a.m.	.General Assembly	
	Administrative Announcements . .	.Owen Collins
9:00	.Human Relations in Career Education	.Counselors in Region XII
9:50	.Break	
10:00.	.Participants Grouped by Grades and Special Interest	
	Continue Writing Units or Special Group Activities	
2:45	.LEA Meetings	
3:00	.Adjourn	
3:05	.Chairmen and Coordinators Meet in Auditorium	Regional Career Education Staff

Friday

8:50 a.m. . . . . General Assembly

Administrative Announcements . . . .Owen Collins

9:00 . . . . . Participants Grouped by Grades and Special Interest

2:00 . . . . . Open House

Participants are Encouraged to Visit Displays of Other Grades and Groups

2:45 . . . . . General Assembly

Evaluation and Workshop Wrapup . . . Owen Collins

3:00 . . . . . Adjourn

3:05 . . . . . Chairmen and Coordinators Meet in Auditorium . . . . . .Regional Career Education Staff

(Please Bring Units and Other Materials Developed)

(Copies of Units are to be Given to Gordon Cook)

EXPECTATIONS FOR WORKSHOP

I. Develop a Regional Awareness Unit Resource Bank of at least one hundred (100) units.

A. A minimum of ten (10) per grade, grades one (1) through eight (8).

B. A minimum of twenty (20), grades nine (9) through twelve (12).

C. Units may have already been taught or may be new units.

D. A unit developed at one (1) grade level may not be used by another grade. For example, if grade three (3) develops a unit on the Post Office, then, grade four (4) may not develop a unit on the Post Office.

II. Elements of Units.

(Units must include a minimum of eighty percent (80%) of the following):

A. Performance Objectives.

B. Correlation of subject matter for Career Education.

C. Career Awareness through resource persons.

D. Career Awareness via field trips.

E. Activities to develop positive self-concepts.

F. Activities to develop economic awareness.

G. Activities to develop interdependence of society and workers.

H. Efforts to develop positive attitudes toward work.

I. Various levels of tasks for student abilities.

J. Role playing.

K. Visuals.

L. Involvement of the home via communication to parents.

M. Human relation skill.

N. Evaluation.

III. Special interest groups such as supervisors, principals, guidance counselors, librarians, and reading teachers work with group leaders in formulating and achieving objectives.

IV. Organization of Workshop.

A. Participants will meet according to grade level and special interests at 8:30 a.m. on Tuesday and elect a chairman for their group.

B. These chairmen will work with the Regional Career Education Staff and Career Education Coordinators in organizing their groups.

ACTIVITIES TO DEVELOP POSITIVE SELF-CONCEPT

Purpose: To provide participants practical experiences in the promotion and importance of positive self-concept among students in the classroom.

Performance Objectives:

(1) All participants will list at least three (3) strategies for building positive self-concept in their students.

(2) All participants will list at least three (3) classroom activities they plan to utilize in their classrooms.

(3) All participants will state in writing the importance of positive reinforcement in the classroom.

Instructor: Lana Richardson - Hazard Workshop
Bill Burke - Beattyville Workshop

Who Should Attend: Teachers, optional for others

Number of Participants: 50 maximum

Other Information: Participants will be provided a list of potential classroom activities for developing a positive self-concept among students.

Time Frame: Two (2) hours

When Presented: 1:05-3:05, Monday, July 29th and August 12, 1974
10:00-12:00, Tuesday, July 30th and August 13, 1974
1:00-3:00, Tuesday, July 30th and August 13, 1974

ECONOMIC AWARENESS CONCEPTS

Purpose: To provide participants with activities which they can use in their classrooms to increase students' economic awareness.

Performance Objectives:

(1) After observing two "mini-demonstrations" of units which focus on economic awareness, participants will be able to:

a. describe the major components of the units.

b. identify the elements of the units which focus on economic awareness.

(2) Participants will be able to name two units--other than the two demonstrated--which they could develop and which would focus on economic awareness.

Instructor: Harlan Woods, Jr.

Assistant Instructors: Nyoka Crawford, and Judith Mullins

Who Should Attend: optional

Number of Participants: up to 50

Additional Information: (1) Participants will receive copies of the demonstrated units.

(2) Participants will react to these units.

Time Frame: One Hour

When Presented: 1:05 - 2:05, Monday
9:00 - 10:00, Tuesday
1:00 - 2:00, Tuesday

PERFORMANCE OBJECTIVES

Purpose: To cause participants to become proficient in the writing of terminal performance objectives and enabling performance objectives in career education, using the A,B,C,D, approach.

Performance Objectives:

(1) Each participant will be able to distinguish between a terminal performance objective and an enabling performance objective with eighty percent accuracy when given a list of ten mixed terminal and enabling objectives.

(2) Each participant will be able to analyze orally with eighty percent accuracy, the A,B,C, and D's of three complete terminal objectives as related to their subject area.

(3) Each participant will develop and write a terminal performance objective, and at least two enabling performance objectives for the exploration unit which participant is a team member. Instructors will judge when objectives are satisfactory.

Instructors: Dr. Russell Bowen

Who Should Attend: All teachers. Optional for others.

Number of Participants: Up to 50

Other Information:

(1) Program instruction will be designed for the following subjects: Math, Science, English, and Social Studies, other.

(2) Instructors will be available each day to assist participants in writing of performance objectives for their units.

Time Frame: Two Hours

When Presented: 1:05 - 3:00 p.m., Monday July 29 and August 12
10:00 - 12:00 a.m., Tuesday, July 30 and August 13
1:00 - 3:00 p.m., Tuesday, July 30 and August 13

INTERDEPENDENCE OF SOCIETY AND WORKERS

Purpose: To provide participants with the above concept and with learning activities that they can incorporate into their units in teaching the concept to their students at the elementary level.

Performance Objectives:

(1) Participants will be able to explain fully the above concept and to give three (3) examples of its timeliness in our society.

(2) Participants will be able to name orally at least two (2) ways that schools can promote group cooperation.

(3) Participants will be able to name at least three activities which they can incorporate into their units at their grade level in communicating this concept to their students.

Instructors: Dr. Bill Brown or Dr. Nancy Peel

Who Should Attend: All teacher participants

Number of Participants: Up to 50

Additional Information: Instructors will be available during the entire workshop to help participants incorporate the concept into their units.

Time Frame: One Hour

When Presented: 1:05--2:05, Monday
2:05-3:00, Monday
10:00--10:55, Tuesday
11:00--11:55, Tuesday
1:00--1:55, Tuesday
2:00--2:55, Tuesday

HOW TO WRITE A CAREER EDUCATION UNIT

Purpose: To familiarize participants with methods and techniques for writing a Career Education unit.

Performance Objectives:

(1) Participants will be able to name basic elements of a Career Education unit.

(2) Participants will be able to list "step by step" procedures for writing a Career Education unit.

(3) Participants will be able to describe the format used for Region XII Career Education units.

(4) Participants will be able to name unit elements which must be included in Region XII Career Education units.

(5) Each participant will develop and write one (1) unit objective and at least two (2) subject area objectives.

Instructors: Owen Collins, Gordon Cook, and Bill Burke

Who Should Attend: All teacher participants

Number of Participants: Up to 50

Additional Information: Each participant will be given a copy of "Writing Career Education Units: Guidelines and Format" which was developed by the regional staff.

Time Frame: One Hour

When Presented: 1:05 - 2:00; 2:05 - 3:00, Monday
10:00 - 10:55; 11:00 - 11:55, Tuesday
1:00 - 1:55; 2:00 - 2:55, Tuesday

APPENDIX IV

EXPLORATION EVALUATION INSTRUMENT AND RESULTS

CAREER EXPLORATION IMPLEMENTATION EVALUATION

I. Directions

TEACHERS

The purpose of the following form is to evaluate the success of the implementation of Career Exploration in Region XII. Your response will assist the Regional Staff in "re-direction activities". Please do not hesitate to give your "straight-forward" feelings.

Each item is to be rated on a 1 thru 7 numerical rating scale. A description is assigned to each numeral on the rating scale as follows:

1	2	3	4	5	6	7
Unsatisfactory	Poor	Below Average	Average	Above Average	Excellent	Superior

After each statement find the numerical rating and draw a circle around the one that best expresses your attitude toward the statement. If you cannot express your attitude numerically, please use the space between items for comments.

II. Rating Items	MEAN RATING
A. The two-week workshop provided me with a background in career exploration philosophy and concepts that is best expressed as-- 1------2------3------4------5------6-----7	5.70
B. The two-week workshop provided me with a background in cluster or job family unit development that is best expressed as-- 1------2------3------4------5------6-----7	5.39
C. The two-week workshop provided me with an understanding of the guidance function in career education that is best expressed as-- 1------2------3------4------5------6-----7	5.38
D. I have been able to fuse career education concepts and skills with subject area concepts and skills that is best expressed as-- 1------2------3------4------5------6------7	5.17

MEAN RATING

E. I have been able to acquire resource persons for my unit(s) at a level expressed as--

1------2------3------4------5------6------7 4.53

F. I have been able to acquire needed instructional materials to use in my units at a level expressed as--

1------2------3------4------5------6------7 4.83

G. The students in my class involved in career exploration activities have developed an attitude toward school that could best be expressed as--

1------2------3------4------5------6------7 5.08

H. The school system's in-service days have been beneficial in the implementation of career exploration that is best expressed as--

1------2------3------4------5------6------7 4.96

I. The Regional Staff's assistance through visitations, consultations, and support activities could best be expressed as--

1------2------3------4------5------6------7 5.29

J. The students involved in the career exploration unit have learned the subject area concepts and skills at a level expressed as--

1------2------3------4------5------6------7 5.38

K. The community's interest in career exploration activities in the school can best be expressed as--

1------2------3------4------5------6------7 4.42

L. The parents of the children in the school have shown their interest and attitude toward career exploration at the following rating--

1------2------3------4------5------6------7 4.43

M. My fellow workers' attitude toward career exploration, who were not in the workshop, could best be expressed as--

1------2------3------4------5------6------7 4.31

N. My attainment of the objectives for career exploration in the system can best be expressed as--

1------2------3------4------5------6------7 5.02

O. The receptivity of students to the career exploration activities could best be described as--

1------2------3------4------5------6------7 4.96

MEAN RATING

P. The involvement of the slow learners in the career exploration activities could best be described as--

1------2------3------4------5------6------7 5.35

Q. I have been able to provide students with actual or simulated hands-on experience at a level best described as-- 4.62

R. The cooperativeness of the students in group work could best be described as--

1------2------3------4------5------6------7 5.82

S. The students' insight into the complete process of the particular cluster or job family studied could best be described as--

1------2------3------4------5------6------7 5.78

CHECK LIST

Please indicate with an X, the appropriate response to the following questions. If you feel an unbiased judgment cannot be made, please leave the responses blank.

	YES %	NO %
1. Did student attendance improve?	53	47
2. Were the students learning to work more independently than they could when the unit began?	83	17
3. Have grammatical skills improved?	67	33
4. Was there growth in thinking objectively?	93	7
5. Did the students become more independent in their decision making?	83	17
6. Was there pride in being part of a team achieving objectives?	90	10
7. Was there evidence of sharing materials?	93	7
8. Were the learning experiences varied enough for each child to be motivated to participate in the project?	82	18
9. Were some gifted students inspired to begin new projects as an outgrowth of their experiences?	65	35
10. Were pupils given a chance to participate in planning for experiences?	88	12
11. Were self-concepts changed for some students as a result of this project?	89	11

	YES %	NO %
12. Did the pupils show enthusiasm throughout the unit?	90	10
13. Are the pupils more aware of the satisfaction that can come from being engaged in work?	90	10
14. Were the pupils given the opportunity to evaluate the success of the project?	80	20
15. Did the students have the opportunities and experiences that involved student action rather than just reading or writing about them?	95	5

Please add any comments which would contribute to the improvement of Career Exploration.

APPENDIX V

AWARENESS EVALUATION INSTRUMENT AND RESULTS

CAREER AWARENESS IMPLEMENTATION EVALUATION

I. Directions

TEACHERS

The purpose of the following form is to evaluate the success of the implementation of Career Awareness in Region XII. Your response will assist the Regional Staff in "re-direction activities". Please do not hesitate to give your "straight-forward" feelings.

Each item is to be rated on a 1 thru 7 numerical rating scale. A description is assigned to each numeral on the rating scale as follows:

1	2	3	4	5	6	7
Unsatisfactory	Poor	Below Average	Average	Above Average	Excellent	Superior

After each statement find the numerical rating and draw a circle around the one that best expresses your attitude toward the statement. If you cannot express your attitude numerically, please use the space between items for comments.

II. Rating Items	MEAN RATING
A. The one-week workshop provided me with a background in career awareness philosophy and concepts that is best expressed as -- 1------2------3------4------5------6------7	5.49
B. The one-week workshop provided me with a background in awareness unit development that is best expressed as-- 1------2------3------4------5------6------7	5.46
C. The one-week workshop provided me with an understanding of the guidance function in career education that is best expressed as-- 1------2------3------4------5------6------7	5.23
D. I have been able to fuse career education concepts and skills with subject area concepts and skills that is best expressed as-- 1------2------3------4------5------6------7	5.72

MEAN RATING

E. I have been able to acquire resource persons for my unit(s) at a level expressed as--

1------2-------3------4------5------6------7 4.77

F. I have been able to acquire needed instructional materials to use in my units at a level expressed as--

1------2-------3------4------5------6------7 5.23

G. The students in my class involved in career awareness activities have developed an attitude toward school that could best be expressed as--

1------2-------3------4------5------6------7 5.00

H. The school system's in-service days have been beneficial in the implementation of career awareness that is best expressed as--

1------2-------3------4------5------6------7 5.22

I. The Regional Staff's assistance through visitations, consultations, and support activities could best be expressed as--

1------2-------3------4------5------6------7 6.10

J. The students involved in the career awareness unit have learned the subject area concpets and skills at a level expressed as--

1------2-------3------4------5------6------7 5.10

K. The community's interest in career awareness activities is the school can best be expressed as--

1------2-------3------4------5------6------7 4.43

L. The parents of the children in the school have shown their interest and attitude toward career awareness at the following rating--

1------2-------3------4------5------6------7 4.42

M. My fellow workers' attitude toward career awareness, who were not in the workshop, could best be expressed as--

1------2-------3------4------5------6------7 4.85

N. My attainment of the objectives for career awareness in the system can best be expressed as--

1------2-------3------4------5------6------7 4.93

MEAN RATING

O. The receptivity of students to the career awareness activities could best be described as--

1------2------3------4------5------6------7 5.50

P. The involvement of the slow learners in the career awareness activities could best be described as--

1------2------3------4------5------6------7 5.22

Q. The cooperativeness of the students in group work could best be described as--

1------2------3------4------5------6------7 5.35

R. The students' insight into the complete process of the particular occupation(s) studied could best be described as--

1------2------3------4------5------6------7 5.72

CHECK LIST

Please indicate with an X, the appropriate response to the following questions. If you feel an unbiased judgment cannot be made, please leave the responses blank.

	YES	NO
	%	%
1. Did student attendance improve?	76	24
2. Were the students learning to work more independently than they could when the unit began?	93	7
3. Have grammatical skills improved?	79	21
4. Was there growth in thinking objectively?	95	5
5. Did the students become more independent in their decision-making?	98	2
6. Was there pride in being part of a team achieving objectives?	98	2
7. Was there evidence of sharing materials?	100	0
8. Were the learning experiences varied enough for each child to be motivated to participate in the project?	100	0

	YES %	NO %
9. Were some gifted students inspired to begin new projects as an outgrowth of their experiences?	79	21
10. Were pupils given a chance to participate in planning for experiences?	100	0
11. Were self-concepts changed for some students as a result of this project?	92	8
12. Did the pupils show enthusiasm throughout the unit?	93	7
13. Are the pupils more aware of the satisfaction that can come from being engaged in work?	100	0
14. Were the pupils given the opportunity to evaluate the success of the project?	95	5
15. Did the students have the opportunities and experiences that involved student action rather than just reading or writing about them?	100	0

Please add any comments which would be contribute to the improvement of Career Awareness.

APPENDIX VI

PRINCIPALS EVALUATION INSTRUMENT AND RESULTS

CAREER EXPLORATION IMPLEMENTATION EVALUATION

I. Directions

Principals

The purpose of the following form is to evaluate the success of the implementation of Career Education in Region XII. Your response will assist the Regional Staff in "re-direction activities" that will be beneficial to your program. Please do not hesitate to give your "straight-forward" feelings.

Each item is to be rated on a 1 thru 7 numerical rating scale. A description is assigned to each numeral on the rating scale as follows:

1	2	3	4	5	6	7
Unsatisfactory	Poor	Below Average	Average	Above Average	Excellent	Superior

After each statement find the numerical rating and draw a circle around the one that best expresses your attitude toward the statement. If you cannot express your attitude numerically, please use the space in between items for comments.

II. Rating Items	MEAN RATING
A. The Natural Bridge Principals' Workshop on Career Exploration provided me with a background of the philosophy and concepts of Career Exploration that is best expressed as --	
1------2------3------4------5------6------7	6.33
B. The Natural Bridge Principals' Workshop on Career Exploration provided me with methods for developing a flexible or block schedule that is best expressed as--	
1------2------3------4------5------6------7	5.40
C. The two-week Career Exploration Workshop provided me with a background of the principal's role in implementing Career Exploration in the building that is best expressed as--	
1------2------3------4------5------6------7	5.87

MEAN RATING

D. The teachers in my building have implemented Career Education unit(s) into their classes that I feel can be rated as--

1------2------3------4------5------6------7 6.33

E. The school system's in-service days have been beneficial in providing additional Career Exploration implementation information that is best expressed as--

1------2------3------4------5------6------7 5.93

F. The Regional staff's assistance to me in their visits to the building could be expressed as--

1------2------3------4------5------6------7 6.80

G. My knowledge of Career Exploratio, instructional strategies, and cluster or job family units allowed me to implement Career Exploration at the following rating--

1------2------3------4------5------6------7 6.33

H. The teachers' attitude toward implementing cluster or job family units might best be expressed by the following rating--

1------2------3------4------5------6------7 6.00

I. As a result of Career Exploration the parents' or resource persons' attitude toward coming to the school to share in the education of the students could best be expressed by the following rating--

1------2------3------4------5------6------7 6.73

J. The children's attitude toward Career Exploration might best be expressed by the following rating--

1------2------3------4------5------6------7 6.20

K. Career Exploration's influence on relevant education has been--

1------2------3------4------5------6------7 6.47

L. Career Exploration's influence on teacher enthusiasm has been--

1------2------3------4------5------6------7 6.07

M. Career Exploration's influence on change in instructional methods has been--

1------2------3------4------5------6------7 6.07

MEAN RATING

N. Career Exploration's influence on teachers working and planning together has been--

1------2------3------4------5------6------7 6.20

O. Career Exploration's influence on public relations has been--

1------2------3------4------5------6------7 5.60

P. Career Exploration's influence on student enthusiasm and interest has been--

1------2------3------4------5------6------7 6.53

Q. Career Exploration's influence on need for additional materials has been--

1------2------3------4------5------6------7 5.40

R. Career Exploration's influence on need for additional planning and coordination has been--

1------2------3------4------5------6------7 6.13

S. Career Exploration's influence on need for curricular change has been--

1------2------3------4------5------6------7 6.07

T. Career Exploration's influence on students' attendance has been--

1------2------3------4------5------6------7 5.33

U. Career Exploration's influence on the need for additional guidance services has been--

1------2------3------4------5------6------7 5.40

V. Career Exploration's influence on the need for flexible or block scheduling has been--

1------2------3------4------5------6------7 5.80

W. Career Exploration's influence on the need for parent and community involvement could best be expressed as--

1------2------3------4------5------6------7 6.00

Please add any comments which would contribute to the improvement of Career Exploration.

APPENDIX VII

STUDENT EVALUATION INSTRUMENT AND RESULTS

Grades 4-6

CAREER EDUCATION SURVEY

Students, Grades 4-6

Directions: Please read each question carefully. Circle yes or no.

		%		%
1.	Arithmetic is important to people who work.	Yes 100	No	0
2.	I would like to see films about how things are made.	Yes 100	No	0
3.	School would be more interesting if we had visitors who would tell us about their jobs.	Yes 96	No	4
4.	Students should be taught about jobs in school.	Yes 93	No	7
5.	School should teach me things I can use on a job.	Yes 93	No	7
6.	I like to interview people about their work.	Yes 96	No	4
7.	I have told my parents that at school we study about jobs.	Yes 93	No	7
8.	Going to school will help me to be prepared for a good job.	Yes 100	No	0
9.	Learning about jobs has helped me to see that my school subjects are important.	Yes 96	No	4
10.	I talk with my parents and teachers about what I want to be when I grow up.	Yes 85	No	15

APPENDIX VIII

STUDENT EVALUATION INSTRUMENT AND RESULTS

Grades 7-12

CAREER EDUCATION QUESTIONNAIRE

Students, Grades 7-12

The purpose of the following form is to evaluate the success of the implementation of Career Exploration in Region XII. Your responses will assist the Regional Staff in "re-direction activities" that will be beneficial to your program. Please do not hesitate to give your "straight-forward" feelings.

		%	%
1.	Are you aware of the Career Education Program in your school?	Yes 95	No 5
2.	Has this program increased your knowledge of our economic system?	Yes 78	No 22
3.	Have you or members of your class gone into the community to work or to observe people at work?	Yes 39	No 61
4.	Do you feel that exploring occupations is as important as learning about other things?	Yes 90	No 10
5.	Is Career Education helping you to decide what kind of work you will do when you finish school?	Yes 68	No 32
6.	Have workers from the community visited your school and talked about different jobs or careers which are related to your classes? Do you feel such experiences are worthwhile?	Yes 81	No 19
7.	Has Career Education given you the opportunity to make things with your hands rather than just reading or writing about them?	Yes 67	No 33
8.	Has Career Education made you more aware of the importance of cooperating--and getting along--with other people?	Yes 83	No 17
9.	Has Career Education made school more interesting and meaningful for you?	Yes 65	No 35
10.	Do you talk with your parents and teachers about your future career plans?	Yes 62	No 38

Please answer the following questions by circling how you feel about it. Circle only one response.

SA If you strongly agree with the statement.

A If you, for the most part, agree with the statement.

U If you are undecided about the statement.

D If you, for the most part, disagree with the statement.

SD If you strongly disagree with the statement.

11. Most people finish high school not knowing what kind of career they want.

SA	A	U	D	SD
%	%	%	%	%
17	41	25	14	3

12. Students should be told about different jobs and job requirements during the study of every subject in every grade.

SA	A	U	D	SD
%	%	%	%	%
40	35	12	8	5

13. Every student should have at least one paying job before graduating from high school.

SA	A	U	D	SD
%	%	%	%	%
21	38	20	18	3

14. You don't need a college education to be a success.

SA	A	U	D	SD
%	%	%	%	%
20	48	12	13	7

15. A student's choice of career can be changed by career education in school.

SA	A	U	D	SD
%	%	%	%	%
16	55	19	10	0

16. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupations.

SA	A	U	D	SD
%	%	%	%	%
2	23	13	32	26

17. Visits from industrial chemists would create more interest in a chemistry class.

SA	A	U	D	SD
%	%	%	%	%
20	56	16	5	5

18. Every student should graduate from high school with skills he can use on a job.

SA	A	U	D	SD
%	%	%	%	%
36	46	13	0	5

19. Students going to college should not make their career plans while in high school.

SA	A	U	D	SD
%	%	%	%	%
6	16	11	38	29

20. Every high school graduate should be guaranteed either further education or immediate employment.

SA	A	U	D	SD
%	%	%	%	%
11	37	26	19	7

21. A high school student should receive credit toward graduation for working.

SA	A	U	D	SD
%	%	%	%	%
18	16	22	10	4

22. If schools were career-oriented, they would be useful to more students.

SA	A	U	D	SD
%	%	%	%	%
30	48	16	4	2

23. Most local business and professional people would help with a career program in the schools.

SA	A	U	D	SD
%	%	%	%	%
19	49	19	11	2

24. Local residents would be eager to visit schools to talk to students about their jobs.

SA	A	U	D	SD
%	%	%	%	%
16	48	23	13	0

25. Career education should be available to all students from kindergarten through grade 12.

SA	A	U	D	SD
%	%	%	%	%
29	16	19	27	9

APPENDIX IX

PARENT EVALUATION INSTRUMENT AND RESULTS

CAREER EDUCATION

Parent Survey

The schools in your county are involved in a Career Education Program. The purpose of the program is to make school more meaningful and to assist students in learning more about the world of work.

The purpose of this survey is to determine your response to Career Education. Please check your response in the appropriate space below, and send the form back to school by your child. Thank you for your cooperation.

		%	%
1.	Have you heard about the Career Education Program at your child's school?	Yes 90	No 10
2.	Does your child talk about his or her Career Education activities with you?	Yes 79	No 21
3.	Do you believe that schools should provide opportunities for students to explore various occupations?	Yes 83	No 17
4.	Do you think that Career Education will help students make realistic career choices?	Yes 90	No 10
5.	Do you think that field trips are an important part of a student's education?	Yes 93	No 7
6.	Do you feel that the quality of education would be improved by an emphasis on work and occupations?	Yes 91	No 9
7.	Do you feel that there should be more parent involvement in school activities?	Yes 85	No 15
8.	Do you think that schools are doing an adequate job in explaining the various career options available to students?	Yes 67	No 33
9.	Do you believe that schools should teach all students how to work--such as how to apply for a job, how to dress, punctuality, responsibility, and good work habits.	Yes 94	No 6
10.	Do you think that schools should assume some responsibility to assist all students to find employment or to continue their education?	Yes 90	No 10

APPENDIX X

SECOND ANNUAL CAREER EDUCATION CONFERENCE

1:30 p.m. . . . . 'Career Education From the Viewpoint of the State Department of Education in Frankfort, Kentucky' by:

Dr. Lyman Ginger . . . . . Introduction by Mr. Bill Collins.
Superintendent of Public Instruction — Proprietor, Walgreen Drug Store, Whitesburg, Kentucky, representing the business portion of the community

1:45 p.m. . . . . Comments from Dr. Carl Lamar, Assistant Superintendent, Bureau of Vocational Education, Frankfort, Kentucky

2:00 p.m. . . . . 'Career Education From the Viewpoint of the United States Congress' by:

The Honorable Carl D. Perkins . . . Introduction by Mrs. Linda Gayheart,
United States Representative, Kentucky Seventh District — Parent of Elizabeth Gayheart, Who Attends Hindman Elementary School. Mrs. Gayheart Represents the Home In Career Educatio

2:15 p.m. . . . . Questions From the Audience . . . . . Elwood Cornett
Moderator

2:25 p.m. . . . . The Year Ahead in Career Education in Region 12 . Owen Collins & the Career Education Coordinators

2:30 p.m. . . . . Adjourn

SECOND ANNUAL CONFERENCE

Sponsored by the Kentucky Valley Educa
Knott County Centr
Hindman, Ke

January 25,

'CAREER EDUCATION
Home + School + Com

8:30 a.m. . . . . Registration and Refreshment

9:25 a.m. . . . . Welcome to Knott County . . .

Orientation to Demonstrations

9:30 a.m. . . . . Tour of Exhibits & Mini Dem

Breathitt County . . . . . .
Hazard Area Vocational and Technica
Hazard Community College . . . . . .
Hazard Independent Schools . . . . . .
Jackson Independent Schools . . . . . .
Jenkins Independent Schools . . . . . .
Knott County . . . . . .

Lee County . . . . . .
Leslie County . . . . . .
Letcher County . . . . . .
Owsley County . . . . . .
Perry County . . . . . .
Wolfe County . . . . . .

SECOND ANNUAL CONFERENCE ON CAREER EDUCATION

Sponsored by the Kentucky Valley Educational Cooperative, EDD Region 12
Knott County Central High School
Hindman, Kentucky

January 25, 1975

'CAREER EDUCATION FOR REGION XII'
Home + School + Community + Church

8:30 a.m. . . . . Registration and Refreshments . . . . . Bill Burke & Gordon Cook

9:25 a.m. . . . . Welcome to Knott County . . . . . Morton Combs
Superintendent
Knott County Schools

Orientation to Demonstrations and Exhibits . . . . . Gordon Cook

9:30 a.m. . . . . Tour of Exhibits & Mini Demonstrations . Career Education Coordinators and Personnel from their Respective Local Educational Agencies

Breathitt County . . . . . Roland Sebastian
Hazard Area Vocational and Technical School . . . . . Charles Wilson
Hazard Community College . . . . . Dr. Ken Holloway
Hazard Independent Schools . . . . . Opal Eversole
Jackson Independent Schools . . . . . Seldon Short
Jenkins Independent Schools . . . . . Margaret Lewis
Knott County . . . . . Enoch Combs
Bethel Ritchie
Juanita Singleton
Lee County . . . . . Lily Kincaid
Leslie County . . . . . Hayes Lewis
Letcher County . . . . . Beckham Caudill
Owsley County . . . . . Martha Turner
Perry County . . . . . John Campbell
Wolfe County . . . . . Mary May

10:20 a.m. . . . . Attend One of the Following Eleven Teaching Demonstrations or Video Tapes of Career Fairs

'Agri-Business & Natural Resources', Grades 7-8,
9 teachers, Hyden Elementary School . . . . . Room 213

'Hospitality & Recreation', Grades 7-9,
5 teachers, Buckhorn High School . . . . . Room 212

'Marketing & Distribution', Grade 9, 6 teachers,
Jackson High School . . . . . Room 208

'Communications & Media', Grade 12, Phyllis Bowman,
Owsley County High School . . . . . Room 210

'Power of Mechanics', Grades 10-12, Dallas Montgomery,
Knott County Central High School . . . . . Room 220

'Fine Arts & Humanities', Grade 6, 4 teachers,
LBJ Elementary School . . . . . Room 215

'Lothair Elementary Coal Company', Grades 7-8,
Elizabeth Sinor, Lothair Elementary School . . . . . Room 214

'The Farm', Grade 4, Jo Ella Watts & Vincent Caudill,
Martha Jane Potter Elementary School . . . . . Room 219

'The Florist', Grade 2, Norma Dotson & Pelma Dixon
Burdine Elementary School . . . . . Room 218

'Researching Careers', Grade 11, Nancy Jennings,
Lee County High School . . . . . Room 209

'Role of Music in Television', Grades 9-12, John Mayer,
Wolfe County High School . . . . . Room 232

Career Fairs (Video tapes)
Jenkins . . . . . Room 230
LBJ . . . . . Room 231

11:15 a.m. . . . . General Assembly in Auditorium

Entertainment . . . . . The Slone Family

11:30 a.m. . . . . School Children, Twelve and
Transportation to Hindman Hi
Entertainment

Note: They will be well supe
parents are asked to stay at
the remainder of the program.
bus at 2:25 p.m.

11:30 a.m. . . . . 'Career Education From the
Office of Education' by:

Dr. Kenneth B. Hoyt . . . .
Associate Commissioner
for Career Education
U. S. Office of Education
Washington, D. C.

12:15 p.m. . . . . Lunch . . . . . .

1:00 p.m. . . . . General Assembly in Auditoriu

Recognition of Guests . . . . .

1:10 p.m. . . . . Recognition of School Personn
Education by Superintendents

Breathitt County . . . . . .
Hazard Area Vocational and T
Hazard Community College . . .
Hazard Independent Schools . .
Jackson Independent Schools .
Jenkins Independent Schools .
Knott County . . . . . .
Lee County . . . . . .
Leslie County . . . . . .
Letcher County . . . . . .
Owsley County . . . . . .
Perry County . . . . . .
Wolfe County . . . . . .

ing Eleven Teaching
Tapes of Career Fairs

Grades 7–8,
. . . . . Room 213

. . . . . Room 212

achers,
. . . . . Room 208

hyllis Bowman,
. . . . . Room 210

allas Montgomery,
. . . . . Room 220

chers,
. . . . . Room 215

des 7–8,
ol . . . . . Room 214

cent Caudill,
. . . . . Room 219

Pelma Dixon
. . . . . Room 218

Jennings,
. . . . . Room 209

12, John Mayer,
. . . . . Room 232

. . . . . Room 226
. . . . . Room 231

rium

. . . . . The Slone Family

11:30 a.m. . . . . School Children, Twelve and Under, Please Board Buses for Transportation to Hindman High School for Lunch and Entertainment

Note: They will be well supervised and teachers and parents are asked to stay at Knott County Central for the remainder of the program. Children will return by bus at 2:25 p.m.

11:30 a.m. . . . . "Career Education From the Viewpoint of the United States Office of Education" by:

Dr. Kenneth B. Hoyt
Associate Commissioner
for Career Education
U. S. Office of Education
Washington, D. C.

. . . . Introduction by the Rev. George Fletcher
Pastor, Guerrant Memorial Presbyterian
Church, Jackson, Kentucky, representing
the Church in Career Education

12:15 p.m. . . . . Lunch . . . . . Gordon Cook

1:00 p.m. . . . . General Assembly in Auditorium

Recognition of Guests . . . . . Elwood Cornett
Executive Director
Kentucky Valley
Educational
Cooperative, EDD
Region 12

1:10 p.m. . . . . Recognition of School Personnel Involved in Career Education by Superintendents and Directors . . . . . Elwood Cornett
Moderator

Breathitt County . . . . . Eugene Sebastian
Hazard Area Vocational and Technical School . . . . . Walter Prater
Hazard Community College . . . . . Dr. Marvin Jolly
Hazard Independent Schools . . . . . James Caudill
Jackson Independent Schools . . . . . Johnny Herald
Jenkins Independent Schools . . . . . Henry Ed Wright
Knott County . . . . . Morton Combs
Lee County . . . . . Selley Stewart
Leslie County . . . . . Martha Lovett
Letcher County . . . . . Kendall Boggs
Owsley County . . . . . Fred Gabbard
Perry County . . . . . Alex Eversole
Wolfe County . . . . . Frank Rose

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APPENDIX XI

PRINCIPALS' EXPLORATION ORIENTATION WORKSHOP

EVALUATION INSTRUMENT

Principals' Career Education Exploration Conference

March 27 - 28, 1974

Directions: React honestly to your feelings on the items below on a scale from 1-10, with 10 being the highest or most favorable response.

		MEAN RATINGS	
		Pre-test	Post-test
1.	I am planning to implement Career Education Exploration in my school. 1-2-3-4-5-6-7-8-9-10	8.27	8.94
2.	I favor trying a team approach to Career Education Exploration. 1-2-3-4-5-6-7-8-9-10	7.50	8.40
3.	I favor a block scheduling approach for teachers involved in Career Education Exploration. 1-2-3-4-5-6-7-8-9-10	6.45	7.94
4.	I favor having selected students in my school participate in on-the-job work experience or observation during school hours. 1-2-3-4-5-6-7-8-9-10	7.96	8.44
5.	The scheduling of Career Education Exploration will be difficult. 1-2-3-4-5-6-7-8-9-10	6.39	6.58
6.	I feel that Career Education Exploration can change the curriculum dramatically. 1-2-3-4-5-6-7-8-9-10	7.56	8.38
7.	An integral part of Career Education Exploration is hands-on activities. 1-2-3-4-5-6-7-8-9-10	8.86	8.62
8.	I will encourage my teachers to attend a summer workshop on the Career Education Exploration phase. 1-2-3-4-5-6-7-8-9-10	8.98	9.34

END

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